

SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

CLARENCE E. CLEWELL, *Editor*

PUBLICATION OFFICES

3400 Walnut Street, Philadelphia, Pa.

VIRGINIA H. STITES, *Secretary of Publications*

EDITORIAL BOARD

PAUL W. BOYNTON, *Socony-Vacuum Oil Company*

GEORGE A. BRAKELEY, *Princeton University*

ALBERT B. CRAWFORD, *Yale University*

CLEMENT C. WILLIAMS, *Lehigh University*

PAUL H. MUSSER, *University of Pennsylvania*

GEORGE F. PLIMPTON, *Harvard University*

ALEXANDER J. STODDARD, *Phila. Public Schools*

NOTE: Members of the Editorial Board advise and offer suggestions in general, but do not necessarily approve or commend the contributions published in this Journal.

Vol. 2

March 1942

No. 3

Not Rescue, But Victory.....	<i>The Rev. J. Clemens Kolb</i>	5
The Accelerated Program at Cornell, Harvard, Princeton and Yale Universities	{ Cornell University Harvard University Princeton University Yale University	10 11 13 15
Training Workers for Defense Industries.....	<i>Major General H. K. Rutherford</i>	17
Placement from the Point of View of an Educational Institution.....	<i>Ralph F. Strebel</i>	25
"Making Guidance in Engineering More Effective".....	<i>Russell S. Bartlett</i>	30
Federal Aid and Education.....	<i>Professor Harold Fischer</i>	35
The Student Magazine Agency's Role as a Vocational Springboard...	<i>George W. Hinckley, Jr.</i>	40
The Intercollegiate Student Agencies Association.....	<i>George T. Laboda</i>	45
Merit Rating	<i>Edward N. Hay</i>	49
The Psychologist in the Front Lines.....	<i>Carroll L. Shartle</i>	53
An Open Letter from an Industrial Personnel Executive to Deans of Business Administration Colleges		59
Excerpts from Annual Reports of Placement Directors	{ Louisiana State University..... Rutgers University The University of Penna. Placement Service State College of Washington.....	62 63 64 65
Biographical Notes		66
The Book Review		68
Association News		72
News Comments		74

INFORMATION FOR SUBSCRIBERS

SCHOOL AND COLLEGE PLACEMENT is issued quarterly. Subscription rate: \$2.00 a year. Entered as Second Class Matter October 21, 1940, at the Post Office at Philadelphia, Pennsylvania, under the Act of March 3, 1879.

Copyright 1941 by the Association of School and College Placement.

PRINTED IN THE UNITED STATES OF AMERICA

SCHOOL AND COLLEGE PLACEMENT

Journal of the Association of School and College Placement

CLARENCE E. CLEWELL, *Editor*

PUBLICATION OFFICES

3400 Walnut Street, Philadelphia, Pa.

VIRGINIA H. STITES, *Secretary of Publications*

EDITORIAL BOARD

PAUL W. BOYNTON, *Socony-Vacuum Oil Company*

GEORGE A. BRAKELEY, *Princeton University*

ALBERT B. CRAWFORD, *Yale University*

CLEMENT C. WILLIAMS, *Lehigh University*

PAUL H. MUSSER, *University of Pennsylvania*

GEORGE F. PLIMPTON, *Harvard University*

ALEXANDER J. STODDARD, *Phila. Public Schools*

NOTE: Members of the Editorial Board advise and offer suggestions in general, but do not necessarily approve or commend the contributions published in this Journal.

Vol. 2

March 1942

No. 3

Not Rescue, But Victory.....	<i>The Rev. J. Clemens Kolb</i>	5
The Accelerated Program at Cornell, Harvard, Princeton and Yale Universities	{ Cornell University Harvard University Princeton University Yale University	10 11 13 15
Training Workers for Defense Industries.....	<i>Major General H. K. Rutherford</i>	17
Placement from the Point of View of an Educational Institution.....	<i>Ralph F. Strebel</i>	25
"Making Guidance in Engineering More Effective".....	<i>Russell S. Bartlett</i>	30
Federal Aid and Education.....	<i>Professor Harold Fischer</i>	35
The Student Magazine Agency's Role as a Vocational Springboard...	<i>George W. Hinckley, Jr.</i>	40
The Intercollegiate Student Agencies Association.....	<i>George T. Laboda</i>	45
Merit Rating	<i>Edward N. Hay</i>	49
The Psychologist in the Front Lines.....	<i>Carroll L. Shartle</i>	53
An Open Letter from an Industrial Personnel Executive to Deans of Business Administration Colleges		59
Excerpts from Annual Reports of Placement Directors	{ Louisiana State University..... Rutgers University The University of Penna. Placement Service State College of Washington.....	62 63 64 65
Biographical Notes		66
The Book Review		68
Association News		72
News Comments		74

INFORMATION FOR SUBSCRIBERS

SCHOOL AND COLLEGE PLACEMENT is issued quarterly. Subscription rate: \$2.00 a year. Entered as Second Class Matter October 21, 1940, at the Post Office at Philadelphia, Pennsylvania, under the Act of March 3, 1879.

Copyright 1941 by the Association of School and College Placement.

PRINTED IN THE UNITED STATES OF AMERICA



How can a throat microphone help win battles?

This throat microphone is something new—made by Western Electric for the nation's air forces.

It picks up the vibrations from the flyer's vocal cords. Motor roar and machine-gun chatter don't get in to drown out his radio message. And the battle's outcome may depend on that message getting through.

This important device was developed by Bell Telephone Laboratories, pioneers in the field of aviation radio, and was made in the same workshop as your Bell Telephone.

It is among the many benefits which have grown out of Western Electric's long experience as manufacturer for the Bell System.

Western Electric ... is back of your
Bell Telephone service



THE REV. J. CLEMENS KOLB

CHAPLAIN
University of Pennsylvania

I
ea
the
brou
hard,
elem
faith
dece
likely
a cor
are t
be th
stare
throu
But i
our li
of ha
the d
quest
quate
On
facts
not r
old a
temp
to gr
first
ances
facin
facin
from
of it
facts
civili
over
Ne
ment
scho
and
so m
worl
mark
to g

NOT RESCUE, BUT VICTORY

THE REV. J. CLEMENS KOLB

Chaplain, University of Pennsylvania

IN THIS day when war has infested the earth and spread in violent eruptions over the entire surface of the globe, we are brought face to face with the upsurging of hard, elemental facts. The harshness of these elemental facts is difficult to reconcile with a faith in either the immediate or "ultimate decency of things." In short, students are likely to lose their faith, grounded as it is in a conviction of the goodness of God. If we are to live through these days we need to be the possessors of a great faith which can stare elemental facts in the face and still see through it all a God of goodness and mercy. But if our faith is shallow the little bark of our life is likely to come to grief on the rocks of hard facts and leave us high and dry upon the desert isles of cynicism and despair. The question comes, "Where can we find an adequate faith for times like these?"

One thing is certain: these harsh, elemental facts of battle, murder and sudden death are not new. These are facts as old as death, as old as tooth and claw, as old as lightning and tempest. We are not the first to face them or to grapple with them, and we will not be the first to live victoriously through them. Our ancestors had to face exactly what we are facing, and conceivably worse. What we are facing now for the first time, they accepted from the beginning of their lives until the end of it as the natural course of events. So these facts have been here all along. Only in this civilization we have been able to pad them over with comfort and security.

Now the solicitude of a protected environment, of a high standard of life, of home and school, where justice is the foundation-stone and good will the law, has been suspended in so many lands that we see that beyond our world of justice and happiness is a world marked by ruthless ferocity. And we are told to go and clean it up. Is there any student

who has not wondered just why he must do so much of the cleaning up? Why doesn't God do some of it? Why doesn't a just and righteous God clean up this mess? Rather, how does it come about that a just and righteous God permits such a state of affairs to exist?

This is not a little question. It is a big question. It is a question that goes directly to the center of the nature of God. It is a question that deserves an answer. It is a question that must be answered if any of us is to retain our faith. For if we get the idea that God lets things slide, then we can be certain that we are going to let God slide. There may be a few who continue on in blind faith but most students will make up their minds that either there is no God or that God doesn't care. And I don't know which would be worse, to have no God at all or to have one who didn't care. In fact, I suspect that I would prefer to live in a world with no God at all than to be asked to worship a God and to pray to a God and to believe in a God who took no interest in me.

The most noted example of our question to God, "Why don't you do something about this?" dates back nearly 2,000 years. Some people stood around a cross and they asked just this question, "Why doesn't God do something about it? If He is the Son of God, let Him come down from the cross. He said He is God's son, let's see if his God will save Him?" And even the thieves flung the same in His teeth. And the hours went on and the heavens were as brass and the agony grew and still God did nothing about it. Then came the resurrection. God did do something about it. He did more than people ever dreamed He would or could. Our faith rests on the truth of the resurrection. If you don't believe God did something about the suffering and death of Jesus, something utterly

glorious, then you are really not a Christian. You see that this matter uppermost in our minds is really at the center of things. And one may conclude that one of the lessons of the cross is this: God does do something about it.

But that doesn't mean that He acts exactly in accordance with our ideas. Our ideas of what God ought to do are gathered, not from the Gospels, but hark back to the Greek comedies. We would have God do what the writers of those ancient plays had their Gods do, appear on the stage in the last act, when the situation became inextricable, and set things right. Certainly God does not appear on the stage and set things right with a dramatic rescue. What He does do is to help us handle our trouble and be victors over it. His attitude toward us can be described as "not rescue, but victory." So instead of saying simply, "Be stout of heart and steady of eye, trust God," I want to point out two truths of the attitude of God toward His troubled world that may have escaped your notice.

The Garden of Eden Theory of Life

The first students whose faith is going to come to grief on the hard facts of this present day are those who have a Garden of Eden theory about life. I mean the people who think that life should be a bed of roses. They may not take an absolute position. A little trouble, they think, may have some good effects. A burnt child will stay away from the fire. The college of hard knocks has some outstanding graduates. But they think that a good God shouldn't allow anything serious to happen. The trouble that is merely discipline doesn't fit into the facts of these days. What is going on now in bombing and blood-letting, in famine and destitution, makes the campaigns of the Civil War seem like a game of cops and robbers in comparison.

I do not gloss over the troubles of the present day. I want to face them in all their stark reality. But I still maintain that not a little

disciplinary suffering, but suffering spelled with a capital "S" looks as though it belonged upon the stage of this life, where the entrance is guarded by pain and sacrifice, and the exit by suffering and sorrow. So the old Greek comedies are forgotten, and the crucifixion is remembered because the Greek comedies do not portray life and the crucifixion does. Life is more like the Garden of Gethsemane than it is like the Garden of Eden.

You must think about this time, "Isn't the Chaplain gloomy?" "He thinks the world is as dark as a black-out." You are wrong. He doesn't think anything of the kind, for trouble and gloom are not one and the same thing. A Home for Incurables is a gloomy place, not primarily because of the troubles housed therein, but because the troubles are of an incurable nature. A hospital, on the contrary, is a cheerful place because most of the pains brought there will be relieved and the broken bodies made whole. So is the world a place of trouble but not a place of gloom. For the seat of the illness that makes the whole of creation groan is not in the nature of God, but in the nature of man, and when it is there we can do something about it. When men are bad the world is bad, and when men are good the world is good. Therefore, we can look forward not with gloom but with good hope.

Furthermore, the world, troubled as it is, has a sure foundation for happiness. Begin by saying, this is a world where every prospect pleases and man cannot be vile. Then every prospect which does not please and every hint of vileness is an intruder and an interloper in our Garden of Eden. But start out by accepting a Garden of Gethsemane where a few prospects please and man can be exceedingly vile, and then everything that is true and fine and of good report will be a miracle of joy and beauty.

If you hold the theory that the world should have no World War number two, no disease, no famine, no bombings, you hold to a theory that breaks into bits against the hard



HOUSTON HALL, UNIVERSITY OF PENNSYLVANIA

facts. Here is what Jesus said on the subject of these two conflicting theories, "In the world you shall have tribulation." There is stark realism for you. It is not looking through rose-colored glasses either, and yet the person who calls Jesus an unhappy man does not know Him. For He was one of the most radiant personalities that ever lived. He suffered everything a man could suffer at the hands of men, and please note that His sufferings were man-made. But let men do everything they could think of to Him, and still He says with radiant assurance, "In the world you have troubles, but be of good cheer, I have overcome the world." So when you ask me what kind of a world we live in I am forced to hold the view of the Master and turn my back on the sentimentalists who would have nothing but a Garden of Eden here below, because Jesus sees the world as

it is, and because He is not discouraged, but confident, in spite of it.

A World of Injustice

The second kind of student whose faith is bound to fall by the wayside is the student who suddenly wakes up to the fact that in this world there is no justice, and too many students don't want to face this fact. These students have always insisted that the world is just, and while some of their experiences up to now have made this theory a little wobbly, still they cling to it and say their creed something like this: "I believe in God the Father Almighty, Maker of Heaven and a just earth." But now things are happening to this earth which make that adjective "just" impossible to keep in their creed, and they think that if their belief in a just earth changes, the rest of their creed goes out the window too. A just earth is no part and

parcel of my creed. I think that this world is chuck full of injustice. I think there is a vast deal of truth in the whimsical remark of a schoolmaster in a recent play, who was asked the purpose of education. He replied, "The purpose of an education is to prepare the children for the general injustice of the world."

Here is an institution for the feeble-minded. No child is admitted with an I.Q. of over 70. Here is a college a few miles away where no student is admitted with an I.Q. of under 110. There is no justice to that. Neither the mentally deficient nor the mentally proficient are the punishment or the reward of parents' vice or virtue. It just happened.

We live in a world where Niemuller goes to jail and the voice of Goebbels is heard throughout the land. We live in a world where children are bombed, where in one day men are killed by the tens of thousands. Hitler may call that justice, but I don't, and I don't think God does either.

On the other hand, the people who insist that their creed must read, "a just earth," don't know what they ask. When people talk about a world run like a factory, with a moral wage scale, they don't realize the result. If we had that kind of a moral world, with God as pay-master and Gabriel as time-keeper, there would be plenty of thrifty moralists, but no heroes of the spirit. It would be a world without need of rescue and without possibility of greatness. There would be no Prometheus defying the gods to bring down fire from heaven out of pity for man, no Christ mounting the cross and taking a chance on losing all. To give the world the justice that some demand would rob life of its most noble aspects.

A just world that some people insist must exist could be had only at too great a price. This world isn't a just world. It is too great

a world for that, and the important word in this unjust world is not "rescue," but "Victory." It is a world that did not start with the Garden of Eden. It started with chaos. Blind force was king, and might was right, and the fittest survived. Nobody handed us a just world. The justice that is found in it is the justice of achievement, and as man became the king of the earth this world has been just or unjust because we have made it so.

The World a Mutual Society

Furthermore, the world is not a lot of individuals. The world is a society, and what happens to one man affects another. The goodness of the good blesses the just and the unjust, and the badness of the bad curses the just and unjust. Sodom, city of wickedness, is saved because of ten just men. And that is an ancient story being repeated all the time. So don't cry to God, saying, "Why must the innocent suffer with the guilty?" unless you also say of God, "I thank Thee that I am saved again and again from my just deserts because of an interceding mercy of some guiltless one." This is the kind of world we live in. I don't pretend that it is a just world. I am convinced that it is a better world than a just world could possibly be. It has more pain, to be sure, but also more promise. I admit that I am not entirely satisfied with this scheme. I am human enough to become violently angry over it, and I have had my moments when I have had a great deal of sympathy with the wife of Job, who said to her husband in his moment of affliction, "Curse God and die." That is what I want at my worst. But at my best, and in my truest moments, I would hold fast to this world so filled with mystery and adventure, and I would not have God scale it down into a safe and just little world. In my moments of weakness I want rescue from this world, but in my best moments I want victory over it.

Whether we like it or not, to live in a world where there is trouble is not a matter of choice, but of fate. While you have no choice as to the kind of world you live in, you have a very definite choice as to the kind of life you are going to lead in it. You can live without God because He refuses to snatch you up and settle you in a Garden of Eden

when trouble comes, or you can live close to a God who will make your very trouble a victory and out of your very cross fashion your crown, close to a God who will so remake your spirit that the just and the unjust will be glad that you have lived: that is a great faith to hold fast to. It is the faith of a disciple of Jesus. It is our faith.



DAY & ZIMMERMANN, INC.

Engineers and Consultants

DESIGN — CONSTRUCTION — MANAGEMENT

INVESTIGATIONS AND REPORTS

PUBLIC UTILITIES AND INDUSTRIALS

PHILADELPHIA

NEW YORK

PACKARD BUILDING

CHICAGO

THE ACCELERATED PROGRAM AT CORNELL, HARVARD, PRINCETON AND YALE UNIVERSITIES

THE CORNELL CALENDAR AND THE WAR

FOR the duration of the war, Cornell University has adopted a twelve-months operating basis in order that students may accelerate their educational programs and reduce substantially the length of time normally required to earn a bachelor's degree. There has been no change in the requirements for graduation nor in the number of classroom or laboratory periods regularly offered in each course of instruction. By the expansion of the Summer Session and the reduction of certain holidays and examination periods, however, a schedule has been established whereby the baccalaureate may be completed

in three years instead of four in some divisions of the University. In others, where five years is the normal period of study leading to a first degree, an even greater saving of time may be effected.

Under ordinary conditions, the academic year at Cornell falls roughly between the third week in September and the third week in June. A total of thirty hours, fifteen for each semester, is the average student's credit increment for the year. In addition, there has been a Summer Session of six weeks in which six hours may be earned, but hitherto this period has not played a large part in the regular undergraduate program. Most of its offering has been on the graduate level, and designed primarily for teacher training.

The new calendar, adopted to meet the exigencies of war-time, will have an immediate as well as a long range effect, for it will bring the current academic year to a close on May 25th instead of on June 15th, as originally planned. Summer classes will begin immediately thereafter, and will be offered in three units of thirty instruction days each. In some courses of study it will be possible for students to obtain as much as eighteen hours of credit during the summer months. Enrollment in the Summer Session at Ithaca is not compulsory. The expanded program merely provides opportunity for the different schools and colleges of the University to accelerate their curricula in all instances where this is desirable.

The varying needs of the several academic divisions make a divergency of practice inevitable. The Medical College in New York City will begin instruction on July 1, and will accept new students on that date. All medical students will be required to participate in the new program of the College. The Engineering College is seriously considering the adop-



LIBRARY TOWER, CORNELL UNIVERSITY

tion of a similar schedule, while the Law School has already put into effect a year-around operating program.

In other divisions, such as the College of Arts and Sciences and the College of Architecture, courses will be offered throughout the summer so that those students who wish to work for their degrees at increased speed may have maximum facilities for doing so. It is not expected that students in the College of Agriculture will enroll for summer instruction in any considerable number. Men in this college come largely from farming communities, and their services will be needed on the farms to help meet the current shortage of agricultural workers.

The extent to which next year's freshman class will take advantage of the Summer Session and matriculate prior to the beginning of the fall term must remain in doubt, at least until there can be established some basis of forecast more substantial than any now available. The first unit of summer instruction will begin before the secondary schools have closed, so we do not anticipate the registration of many entering students before the second unit gets under way on June 29th. Others may elect to matriculate in the third unit, on August 10th. There is no indication, however, that summer registration of new students will be as large as the number expected at the opening of the regular school year on September 18th.

The immediate result of the accelerated program will be the release of a thousand members of this year's graduating class three weeks earlier than they would normally be available, for duty with the armed forces, for industry, and for the many places in civilian life where there is a demand for trained personnel. In addition to the seniors, large numbers of others will go at once into summer work in defense industry, while some fourteen hundred agricultural students will be released for work on the farms at a season

when this work is particularly important.

As to the long range result of the new schedule, we intend to complete the undergraduate training of as many of our students as possible for the job that they must do both in the war years and in the years that will come after. In our deliberations on setting up a calendar whereby this result might be obtained, a wide variety of academic schedules was considered. What we have adopted offers every opportunity for acceleration in those cases where acceleration is wise. It has the additional and highly important advantage of flexibility, in that it can be adjusted to changing conditions on relatively short notice, and with no adverse effect on the educational program of the student.

HARVARD UNIVERSITY

SWEEPING changes in the educational program of Harvard College and the Graduate School of Arts and Sciences to meet wartime needs have been announced by the University. Within four weeks' time the tremendous adjustment from a nine-month to a twelve-month year has been determined on, both in the College and the major graduate departments. Regular instruction on an all-year round basis has been established in the School of Arts and Sciences, with the fall and spring terms to be supplemented by an intensified twelve weeks' summer term, and the admission of prospective Freshmen in June as well as in September on the basis of simplified April examinations. Certain Freshmen will also be admitted in February.

The Law School and the Medical School have also voted to go on a twelve-month basis. This is a very important step, since there is urgent and immediate need for a continuous supply of a large number of well-trained doctors. Under the new arrangement students may obtain the medical degree in three years, and the graduates of the new

School of Dental Medicine will qualify in four and a half years instead of five. Furthermore, as an emergency measure for the duration of the war, the various professional schools have been authorized by the University to admit well-qualified candidates on the basis of less than four years of college work and without the bachelor's degree. The waiving of requirements for the bachelor's degree does not, however, apply to candidates for the A.M. and Ph.D. degrees in the Graduate School of Arts and Sciences.

The changes are directed to an acceleration of the educational process for students preparing for necessary wartime service, either in the armed forces or elsewhere and involve a further extension of the plan of accelerated degrees approved by the Faculty of Arts and Sciences last spring.

Following the action of several other faculties of the University, members of the Faculty of Arts and Sciences and of the Law School and the School of Education have voluntarily placed themselves at the disposal of the University for the new schedule instead of for the customary nine months, without increase in compensation. This action was taken to enable the University to meet its full war obligations at a time when the University is confronted with serious financial problems.

The most important element of the new program is the decision to place the College on a three-term instead of a two-term basis. The regular Summer School, which has been operated since 1871, will continue its six-weeks' course operating concurrently with the new College summer term. During the same six weeks as the Summer School and for an additional six weeks in the latter part of the summer regular students of the College may continue their work in Cambridge, receiving on the basis of such work credit for two full courses or the equivalent of one-half year's work under normal conditions in the present system. This will be made possible in the

somewhat shorter summer term by the fact that each course the student takes will normally meet five times a week instead of three, as at the present. Also a student will carry only two subjects as compared with four or five during the regular academic year.

Under the new plan a student entering Harvard as a Freshman next June at the age of 17½ and attending the College through three summer terms and two regular years, will be enabled to secure his College degree by the time he reaches the age of 20. This is in keeping with the underlying purpose of the plan, which is to make it possible for students to shorten their years of training without lowering the standards for the several degrees.

The Faculty of Arts and Sciences is planning its offerings for the second-half of the current year with special reference to the immediate problems raised by the war. Plans have been made to offer intensive language courses and courses in navigation, aerial photography, map reading and electronics. The Department of Government has proposed two new courses: The Background of Anglo-American Constitutional Liberty to the Adoption of the Constitution of the United States and Public Personnel Administration. The Department of Psychology plans to modify its courses to emphasize military and civilian problems in wartime.

The principal changes affecting the University policy may be summarized as follows:

- 1) A year-round session for the College with an intensified summer session of twelve weeks in addition to the two normal academic terms.
- 2) A year-round schedule for the Medical School, School of Dental Medicine, Law School, Graduate School of Arts and Sciences, and Graduate School of Education. (The Graduate School of Business Administration went on a twelve-month basis last spring.)



UNIVERSITY HALL, HARVARD UNIVERSITY

- 3) A shortened current schedule for the Graduate School of Engineering, permitting graduation in May.
- 4) A modification of the entrance requirements for prospective freshmen, permitting such candidates to begin their College work in June on the basis of simplified examinations offered in April.
- 5) A general authorization by the University for professional schools to admit students with less than four years of college work and without the bachelor's degree. (This does not affect candidates for A.M. or Ph.D. degrees.)

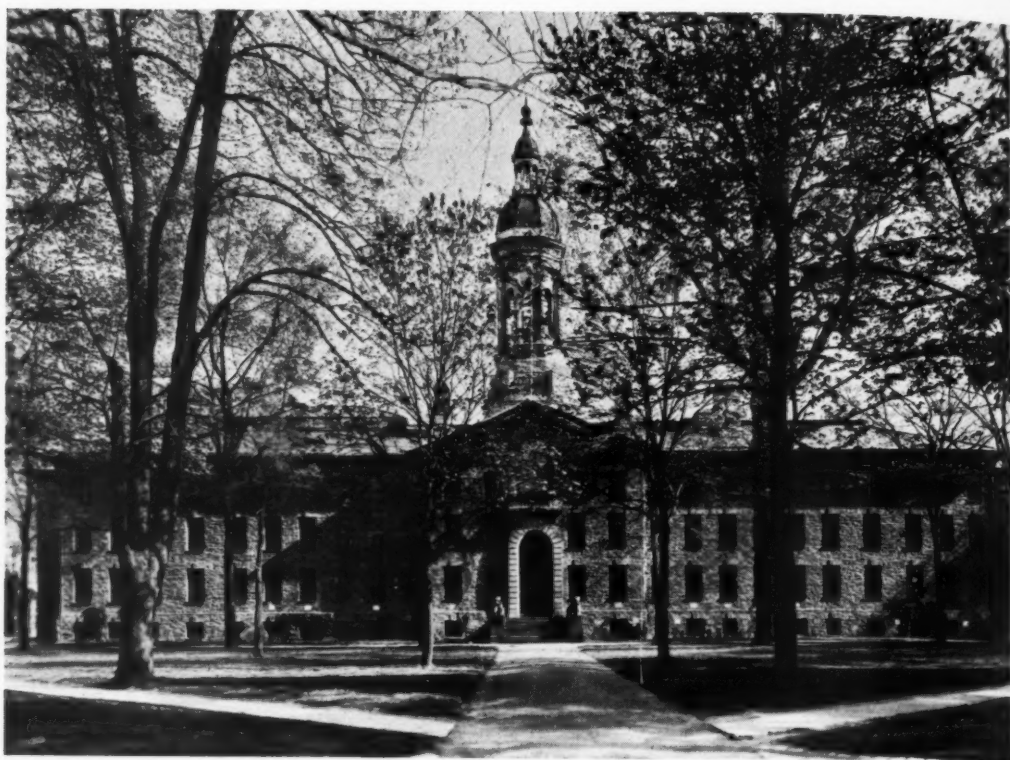
PRINCETON UNIVERSITY

PRICETON UNIVERSITY made its first move in the direction of accelerating the training of undergraduates last summer. At that time, in the interest of speeding up the production of technicians needed by the armed forces and defense industry, it introduced for students of engineering, chemistry,

physics and biology, an optional three-year plan. The speed-up was primarily accomplished by introduction of a summer term in these fields.

Immediately following the declaration of war, Princeton extended the principle of acceleration—again on an optional basis—to all undergraduates, irrespective of their field of study. The motivating factor, naturally, was to enable undergraduates to obtain their degrees, or as much college education as possible, before being called to service.

Acceleration will be effected by intensive work in the winter reading period of 1942, by an increase of about 20 per cent in the work during the regular terms, and by attendance at one or more summer sessions of nine-weeks' duration (except that students enrolled in the advanced R.O.T.C. unit will substitute attendance at a military training camp for one of the summer sessions). The speed-up program will enable current juniors (Class of 1943) to graduate in February, 1943; cur-



NASSAU HALL, PRINCETON UNIVERSITY

rent sophomores (Class of 1944) in August, 1943, and current freshmen (Class of 1945) in June, 1944.

Students choosing the accelerated program will be required—and others will be encouraged—to participate in physical training, either by joining in the regular intercollegiate or intra-mural sports program or by enrolling in a newly-organized conditioning course.

Concurrently, Princeton has advanced by two months the date of selection of the next entering class. This will be achieved by employing the April tests of the College Entrance Examination Board in place of the usual June series. Freshmen will thus be enabled, if they so desire, to begin their work in the summer session instead of in the fall, as previously.

In none of these moves is any dilution of Princeton's standards contemplated or indi-

cated. Departmental requirements which are the backbone of its program of specialized independent study will not be curtailed. All undergraduates, whether on the accelerated program or not, will be permitted to choose, in place of one or possibly both of their normal electives, one or more of the 26 emergency courses which have been instituted. The subjects included in this list were chosen after consultation with high-ranking officers of the Army and Navy and with other defense agencies in Washington. Many of them will serve to prepare students for jobs in defense industries. The courses are designed to provide basic training in various war techniques so that undergraduates will be better fitted for service when called. They include such projects as ordnance and gunnery, aerodynamics, military photography and foreign languages.

Princeton is also offering four programs of training leading directly to service in the Army or Navy, which can be carried on in conjunction with the fulfillment of requirements of the bachelor's degree. These special training plans are the Field Artillery Unit of the R.O.T.C., the enrollment limitation of which was raised to 800 last fall; the V-7 program leading to a commission in the Naval Reserve following graduation and subsequent intensive naval training; a course in electronics, radio and ultra high-frequency techniques preparing for specialized service in the Army, Navy or Marine Corps; and a national defense mapping program for work in the Army Corps of Engineers.

For the accommodation of students during the summer session, the University housing and eating facilities will be employed. Princeton will also keep in effect during the summer term its regular program of financial aid, including scholarships, student loans and so far as may be feasible the provision of opportunities for employment, such as positions as waiter in the dining halls.

YALE UNIVERSITY

BREAKING all tradition to meet the needs of America at war, Yale University has also adopted plans to operate on a year-round basis for the duration of the emergency and will reduce the time required for graduation from four years to less than three by continuing studies throughout the summer as a third term in the academic year.

This measure has been taken to help prepare the young people in the country to assume their responsibility in winning this war, for the vital importance of securing the best education possible should be clearly realized by all at this time.

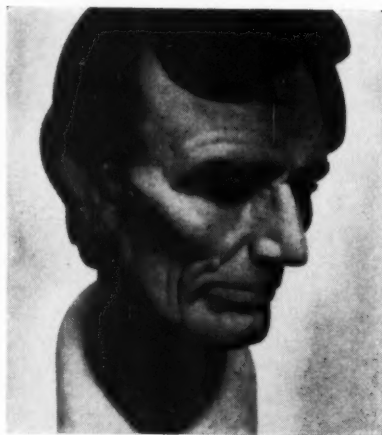
As President Seymour of Yale University has expressed it, "Until students are called into service or until they feel impelled to volunteer, they serve their country best by sticking to their jobs at school and college. The



HARKNESS TOWER AND THE OLD CAMPUS
YALE UNIVERSITY

future of our country and of the world will be decided by the young men and women just now approaching their years of maturity. They can ill afford and we can ill afford to have them give up any more education than the emergency demands."

On November 19, the Faculties of Yale College, Sheffield Scientific School and Engineering School voted to permit any senior in good standing who is liable to induction into military service to attempt to qualify for his degree at the end of the first term. At that time the Faculty voted to restrict the permission for attempts to qualify for mid-year degrees to students drafted from schools, and did not include students volunteering for military service. However, since the outbreak of the war it was voted to leave this matter to the "discretion of the Dean." It has further been explained that permission to take the mid-year degree will be granted only to those few who have an extraordinary case.



A CAREER IN LIFE INSURANCE

IN THE selection of tomorrow's Life Insurance field men, there are two current trends: First, to hire fewer and better men. Second, to provide more and more intelligent help for those hired. For the college man with a sales career in mind, this situation is ideal.

The Lincoln National Life will send, without obligation, further information on Life Underwriting as a life work.



THE LINCOLN NATIONAL LIFE INSURANCE COMPANY

More than a Billion Dollars of Insurance in Force

FORT WAYNE

INDIANA

TH
ag
progr
equal
time
plish
been
tory.
the r
ability
capac
indus
need
impor
ply o
succes
perien
of the
biliza
nation
ceede
porta
No
to pa
traini
school
young
short
skille
the p
have
addit
serve
ages
gener
fairly
if ad

For
the d
vastly
ing i
defer

TRAINING WORKERS FOR DEFENSE INDUSTRIES

MAJOR GENERAL H. K. RUTHERFORD

Executive Office, Under Secretary of War

THIS country has by general agreement embarked on a program of war production the equal of which, in volume and time available for its accomplishment, has never before been undertaken in human history. It will tax to the utmost the resources, the organizing ability and the productive capacity of this greatest of all industrial nations. There is no need to elaborate on the vital importance of an adequate supply of skilled workers in the

success of this program, for World War experience demonstrated it. In the development of the War Department's plans for the mobilization of our resources against another national emergency—a study which has proceeded for the past twenty years—that importance has become accentuated.

No part of our war effort today promises to pay greater dividends than the systematic training being carried on in our technical schools and colleges and in industry to fit young men for munitions production. Severe shortages have existed for some time in many skilled and semi-skilled occupations. While the production program for which contracts have already been let is well under way, large additional loads are ahead. With labor reserves already reduced, occupational shortages which now are only local may become general, and situations which have been only fairly tight may develop into real problems if adequate advance action is not taken.

Provision for Vocational Instruction

Fortunately, the War Department foresaw the danger of labor stringencies and fostered a vastly expanded program of vocational training in occupations essential to the national defense. Early in the summer of 1940 the



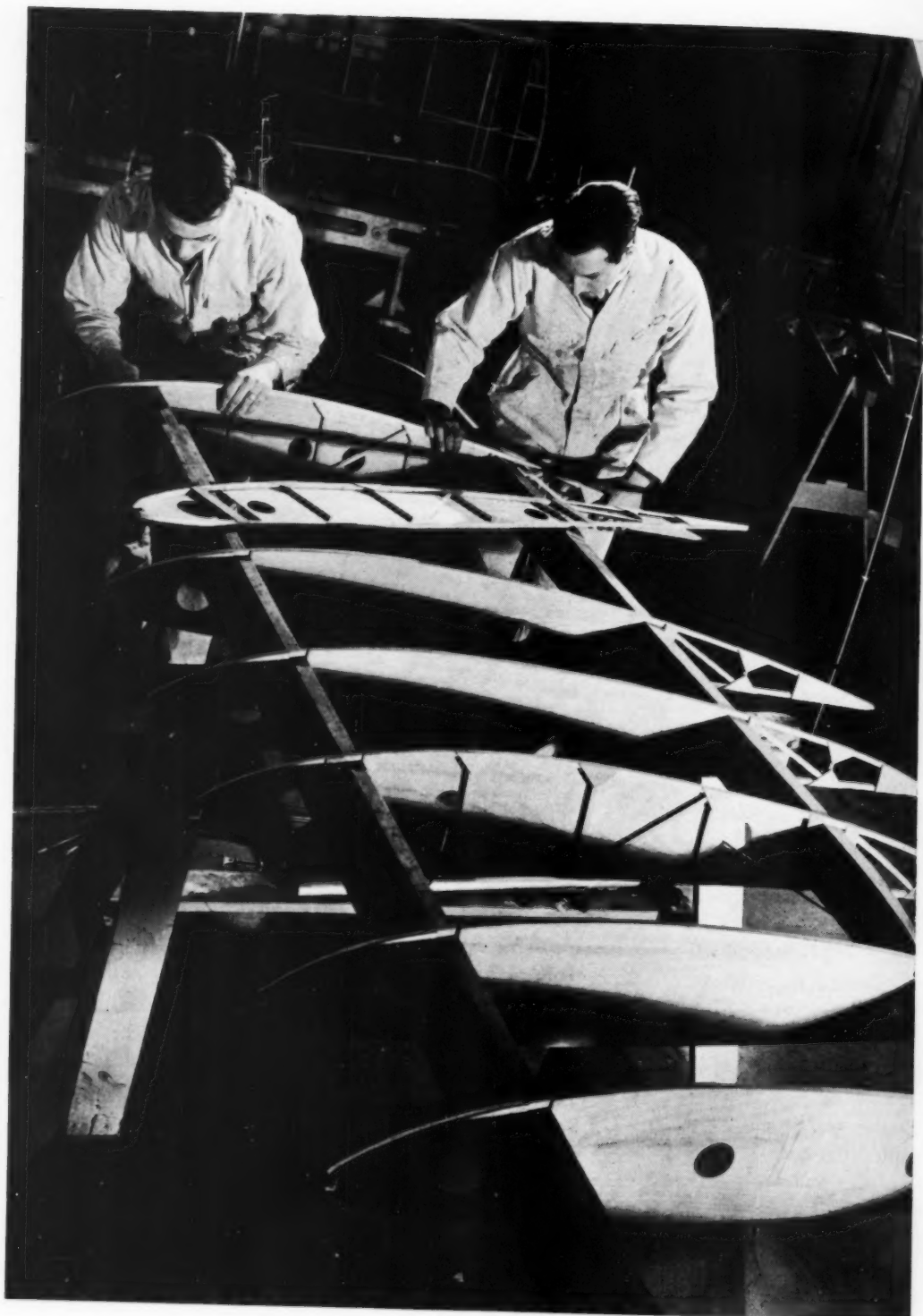
Courtesy, U. S. Army

Office of Education set up a training program, carried on through public vocational schools, which during the fiscal year 1940-41 gave vocational instruction in defense occupations to upwards of a million and a quarter trainees. During the present year probably twice this number will be enrolled.

Courses are set up to provide workers for definitely indicated needs with several weeks of training directly geared to requirements on the job. Since it is manifestly impossible to develop all-around skilled workers through this means, such short-time courses are directed at fitting trainees for employment in semi-skilled or specialized production jobs. Employers having difficulty in obtaining workers of this type are directed to inquire at their local public employment office where all such trainees are registered. If no courses for the type of workers required are being given, it often is possible to arrange special courses to meet specific needs.

Defense Engineering Courses in the Colleges

Shortages of technical men may be even more serious in their consequences than lack of skilled and semi-skilled workers. A very realistic approach to this problem has been taken in the defense engineering courses which are given in engineering colleges and technical institutions selected by the Office of Education. After investigation has shown a definite need, courses of college grade are given for engineers, physicists, chemists and production supervisors. Trainees are chosen from persons who already have some technical training or considerable practical experience and who can be fitted for some particular phase of such work with a minimum



TRAINEES GET PRACTICAL KNOWLEDGE OF WING ASSEMBLY IN AN AIRCRAFT CLASS AT BURCARD VOCATIONAL HIGH SCHOOL, BUFFALO, NEW YORK

Courtesy, U. S. Army

Vol.

amo
type
leges
SCH
100,0
in th
the m

An
gram
ing o
junct
unit
direct
indus
local
likew
ing th
in de
has th
specia
mecha
The d
of mar
cal ad
setting
metho
techni
aids to
force.

Exp
throug
Traini
instruc
duction
regular
worker
respons
lar app
tional s
Within
tary in
and acc
program

amount of additional training. Notes on this type of training as carried on in various colleges have appeared in recent issues of SCHOOL AND COLLEGE PLACEMENT. About 100,000 such persons were trained last year in these courses and during the present year the number is expected to reach 275,000.

On the Job Training

An entirely different type of training program, probably of even greater size, is training on the job by employers working in conjunction with the Training Within Industry unit of the OPM Labor Division. Under the direction of two experts loaned from private industry 22 district offices, each headed by a local man experienced in personnel problems, likewise borrowed from industry, are promoting the development of on the job training in defense establishments. The program has three phases—development of production specialists, development of all-around skilled mechanics and development of supervisors. The district men, assisted by representatives of management and labor and by local technical advisors, counsel employers on means for setting up within-the-plant training programs, methods for improving supervisory practice, techniques of job simplification and similar aids to the greater use of their existing labor force.

Expert assistance is given in following through programs which are established. Training includes "entry" or pre-employment instruction for new workers, on the job production training to increase the efficiency of regular workers, "upgrading" training for workers who are to be given more important responsibilities, supervisor training and regular apprenticeship courses. The public vocational schools work closely with the Training Within Industry unit and provide supplementary instruction in related subjects to assist and accelerate the Training Within Industry program. Last year training through this

program was given in some 1,800 plants employing 2,500,000 workers and an even larger program is planned during the present year.

Regular Apprenticeship Training

For the long range it is still necessary to develop all-around skilled workers through regular apprenticeship training. In this field the apprenticeship unit of the Department of Labor has long been active in promoting the establishment of courses and in maintaining standards for apprenticeship and now works closely with the Training Within Industry unit. Although relatively small, the importance of such activity is extremely great, due to the deficiency in the supply of workers in the vital skills covered. Last year some 65,000 workers received training in accepted apprenticeship programs and probably 100,000 others in courses which did not meet the exacting Federal standards. Next year it is planned that many more apprentices will be trained in standard courses.

Problems of War-Time Organization

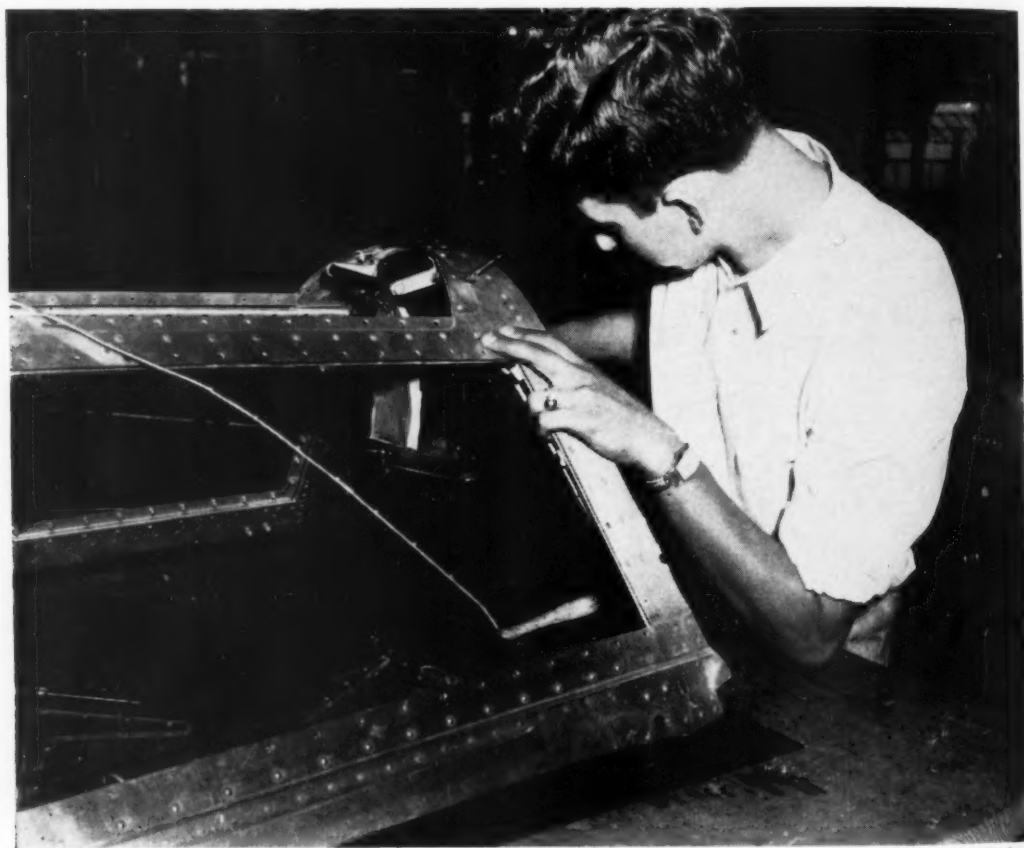
In visualizing the problems that are ahead of us in carrying out the war program, we may obtain much assistance from a study of the first World War period, without committing ourselves to the conclusion that the present war will develop in precisely the same way or proceed at the same tempo. The records and experiences of the other World War in industrial mobilization have been the basis of the planning in which the War Department engaged since that period. It is interesting to note that certain totalitarian powers in preparing for the present war also made a careful study of those same records and experiences and adapted to their own needs the essential features which we have incorporated in our own plans.

To put it another way, this country taught the world how to mobilize for a warfare of

machines in 1917-18. At that time we developed a unity of purpose and an effectiveness which had never been approached in a great industrial nation. The present conflict, as we all realize of course, is even more a matter of machines than that of 1917-18 and of trained men to operate and to maintain those machines in combat. The need is to organize with sufficient rapidity and effectiveness to overcome the lead of six years obtained by the leading exponent of totalitarian war.

In war, the essential factors are military manpower and munitions power. In the World War we trained for frontline duty in France over two million recruits. The average time of training required was nine months.

On the munitions side, however, it would have required two years, had the war lasted that long, to have supplied those same men with equipment of our own manufacture to support them in the field. In that conflict we were armed by our allies. How different the conditions are in the present emergency needs little comment. The machinery of warfare has become far more complicated and quantity requirements vastly augmented. The democratic nations of the world are looking to this country for a large portion of their supply of munitions. The time required to train men to operate and maintain this machinery in combat has increased, but the vital question in our war effort is still, and will be



A YOUNG PRE-EMPLOYMENT TRAINEE LEARNING TO DO RIVETING IN AIRCRAFT COURSES AT SAN ANTONIO, TEXAS

Courtesy, U. S. Army

HORIZONS . . . UNLIMITED



TO the school and college graduate of today, life insurance offers careers in a variety matched by few other fields of American Business. From the strictly scientific to the personable, sales-minded type, young talent finds in modern insurance the opportunity for self-expression, growth and the building of stable, interesting careers.

For a closer view of the unlimited horizons in The Guardian Life, you are cordially invited to write to The President . . .

THE GUARDIAN LIFE INSURANCE COMPANY OF AMERICA

NEW YORK CITY

A MUTUAL COMPANY • ESTABLISHED 1860

GUARDIAN OF AMERICAN FAMILIES FOR 81 YEARS

for an indefinite period, "How fast can we build airplanes and ships and guns?"

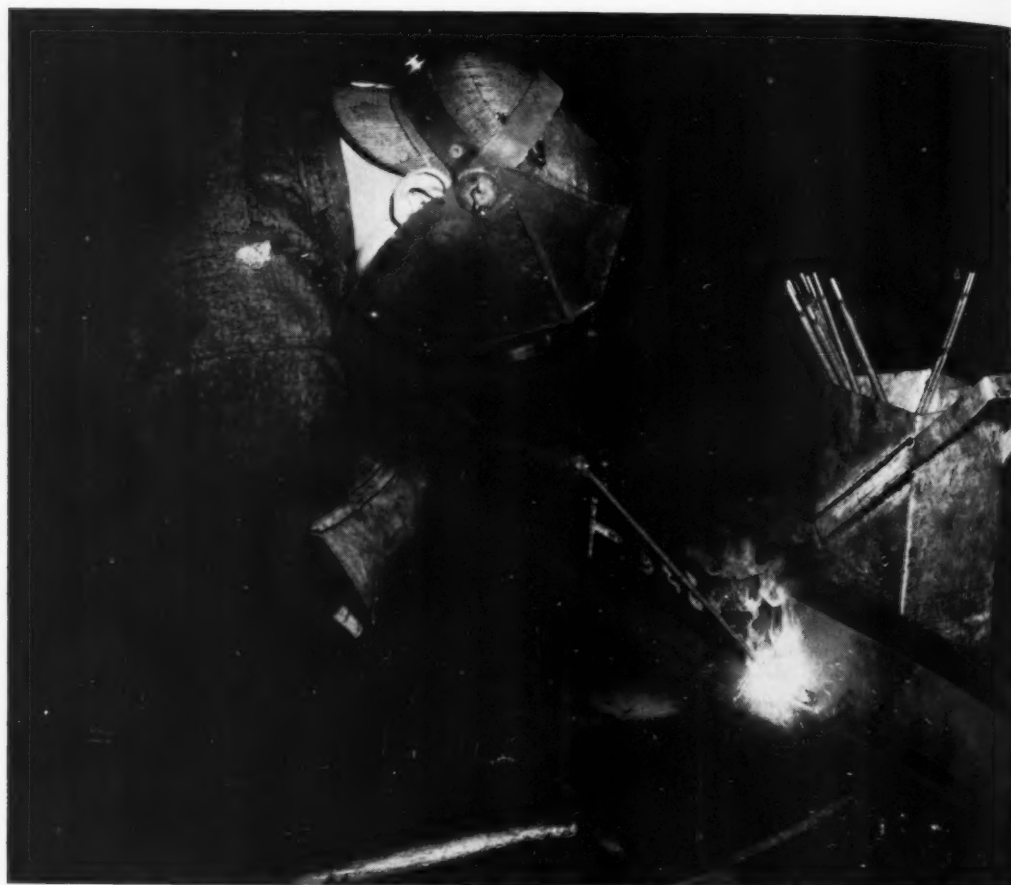
Congress has appropriated billions for land defense and these billions have now been largely obligated by the War Department in the form of contracts with industry for all types of munitions. There have been some delays in formulating the program, largely because of the very magnitude of the task. Happily these difficulties are past. The war program is now in the hands of the men of industry and to them primarily the country must now look for its success.

It is not necessary to emphasize to readers of this publication that the answer will be found in hard work. There is no magical or royal road to victory. It requires the best organizing ability we have and man-hours of work, man-hours of competent management, man-hours of supervisory personnel and man-

hours of production at the machine and on the assembly floor. This war has developed no important new weapons. It has, however, seen the utilization of old weapons in tremendous volume and especially a superior kind of management in the production and in the use of combat of this concentrated power of destruction. The threat must be met by a still better type of management. In the last analysis, the success of the war effort is now dependent on a superior type of effectiveness in industry itself.

Manpower and Munitions Requirements

On the military manpower side, the War Department, as you know, has embarked on an extensive program of expansion, involving the training of the Army of the United States in the techniques of modern warfare as they have developed. In carrying out this expan-



AN ELECTRIC ARC WELDING TRAINEE

Courtesy, U. S. Army

sion, however, careful provision has been made that key men needed in the production of the munitions to support these forces in the field will remain where their skill and experience will be most effective.

On the munitions side of the problem, the side which as has been indicated presents the real choke point, numerous factors are involved. We must know first the type of armament or munition which is wanted. The War Department has answered this question and has defined its needs in all important items by drawings, specifications and manufacturing data. The next question is—"How much is needed?" The answer to this question is

determined by the size of the armed force to be equipped for combat. Requirements in munitions have, of course, already been determined in accordance with the approved strategic mobilization plans of the War Department, but it is important to note that the munitions production program already placed with industry is only a part of what will be required in the present maximum effort. The third question that the War Department has endeavored to answer with respect to procurement is—"Where can the munitions be obtained most quickly?" In this aspect of the problem, our industrial war planning of the past twenty years has put us far ahead of our

corresponding position during the World War period.

An outstanding accomplishment of this planning was the preparation of an industrial inventory of some 11,000 of the private manufacturing plants that are most serviceable in producing our munitions in quantity. From many of the plants so earmarked, our procurement planning officers have obtained production studies that proved invaluable in getting the program under way. With other plants, unfortunately too few in number, we placed educational orders. These orders, where sufficiently advanced, resulted in a saving of months of time in obtaining quantity of production of critical munitions. As an evidence of the value of the planning which

has been outlined, it is appropriate to mention that about 65 per cent of all War Department prime contracts are now placed with concerns which had been previously studied and earmarked for the work. In the case of components of ammunition, a particularly difficult problem, the proportion going to these earmarked firms is practically 100 per cent. Our orders are, therefore, being placed largely in accordance with the plans previously developed by the War Department.

The War Department fully appreciates, however, that despite its progress in inventorying and earmarking these 11,000 concerns for specific jobs, there are tens of thousands of generally smaller shops that must contribute effectively to the program and must be



LATHE OPERATIONS, PRE-EMPLOYMENT CLASS VE-NP, SHREVEPORT TRADE SCHOOL, SHREVEPORT, LA.

Courtesy, U. S. Army

brought into the picture. The War Department not only favors such an undertaking, but urges that it be attained at the earliest practicable moment. The reasons for this may be summarized in a few words, viz., To save time by utilizing to the maximum every man-hour and every machine hour that can be brought to bear effectively.

Sub-Contracting Program

Briefly, the program of farming-out or sub-contracting involves the establishment of some 36 local clearing houses or "Contract Distribution Division" offices as they are called. These groups, on the one hand, secure information as to the prime defense contracts placed in the various areas and the contractors who need additional productive capacity to enable them to meet their schedules of delivery. On the other hand, these offices have available the data on capacity in the multitude of smaller plants existing in every such area. (The National Association of Manufacturers, the Philadelphia Chamber of Commerce and other agencies have assisted in the collection of these data.) These offices are manned by personnel which know the problems of both the large and the small manufacturing plant. They are in a position to analyze the situation and to bring to the plant needing assistance very pertinent information regarding manufacturing capacity which is available and qualified to provide that assistance.

It is probable that in certain cases the farming-out process may not appear immediately effective because of the necessity of

educating the subcontractor to meet requirements. At the start, time may actually be saved by doing the work in the plant of the prime contractor. But let us remember that we are organizing for a task many times larger than has yet been placed upon the nation's industry in the form of contracts. The organizing and training of secondary sources of production are essential steps in this preparation.

In closing, let me emphasize again the vital importance to our undertaking of an adequate supply of trained workers. Long periods of time are required to train these workmen for service. We cannot now wait for them to be fully trained. We must devise means of production based on lesser skills than heretofore required. Again when we consider that billions of dollars have already been obligated by the War Department alone for the creation of productive capacity over and above that already in existence and that still more expansion of productive capacity is in prospect, the question of trained labor becomes a factor of major importance.

When this war is over, a difficult period of readjustment will face all countries including our own. The development of an efficient national productive organization in the present emergency will prove an invaluable asset at that time. The defense program in 1917-18 united this nation in a common purpose and accomplished its objective. May we not expect the present program to bring out the best organization for production that the world has yet to see—a development which may well prove our salvation in the years to come.



PLACEMENT FROM THE POINT OF VIEW OF AN EDUCATIONAL INSTITUTION

RALPH F. STREBEL

Director, Teachers' Placement Bureau, Syracuse University

IN PREPARING this paper a thoroughgoing analysis was made of the available literature in the field. It was surprising to note the dearth of published materials. Either personnel workers who are concerned with general placement activities are too busy to prepare materials for the use of the profession, or the development of the placement function has been so recent that there has been insufficient time for the accumulation of much material. The latter is probably the case. Interpretation of the existing literature leads to the conclusion that the real impetus to general placement in colleges and universities came during the past decade following the on-set of the economic depression. Whether the movement toward college placement was caused by the depression or was merely coincident with it, is not clear. The point is that this aspect of personnel work is a relatively new venture.

Much excellent work is being done in many institutions. We hope that those who are making significant contributions in this field will soon make the results of their efforts available to the profession. Much the same situation has existed in the field of teacher placement. During the past decade rapid strides have been made in this area also. Largely through the influence of our state and national associations, a growing accumulation of significant literature is available which is doing much to shape institutional policies and practices.

The purpose of this paper is to suggest and discuss five concepts which seem fundamental to any general institutional place-



RALPH F. STREBEL

ment program. Admittedly, these concepts are largely philosophical and unsupported by the findings of research, which are not at present available. They are probably not new to you. My purpose is to bring them together in the form of a platform and to argue their soundness on empirical bases.

Placement Must Be Considered an Educational Obligation

While there are, of course, many goals which give direction to the programs of institutions of higher learning, a major purpose is the education of youth.

Too often we take a narrow academic view of the education function. By so doing, many broad educational values are wholly neglected. In our academic circles we become encumbered with a multiplicity of non-essentials which becloud the large, broad purposes.

We set up intricate administrative machinery. No one will deny that such machinery is necessary, but too often we become so interested in the operation of the machine that we forget the purpose for which it was created, namely, the enhancement of the educational facilities for the individual.

Further, we find institutional policy influenced by vested interests. We want our colleges, schools, and departments supported by the best of the student body. We forget the needs of the individual and are content if we can show a large and growing departmental strength.

We become interested in research and writing. No one will deny that these are important, if not major, institutional functions. But we often carry on these pursuits at the ex-

pense of the education of students. Our major concern should be the education of our students.

The question of placement has been avoided until recently because of a fictitious conflict between the cultural and the practical. This has been more particularly true of the liberal arts colleges than of technical institutions. If institutions of higher learning face the fact that the education of youth is their major concern, then it is mandatory that they incorporate institutional placement as an integral unit in the total educational program.

What are the criteria of an effective education? We would probably all agree that the educational program should, ideally, result in a well-adjusted, well-balanced individual, intellectually, socially, physically and emotionally, and it should prepare him to live a well-rounded, rich, fruitful life.

It is wasteful for an institution to attempt to equip an individual to live this kind of a life without giving him the necessary assistance, first, to help him determine the areas in which he can render the most effective and satisfying vocational service, and second, to aid him in finding the most effective vocational outlet for these interests. The educational program should not stop with academic and technical preparation for a vocation. It should finish the job through satisfactory placement, which is the culmination of educational and vocational counseling. It must help the individual learn about himself, plan his educational program, and find his job.

There is another aspect which is equally important. Institutions of higher learning are agencies of society and as such have direct social responsibilities. There are many ways in which these obligations may be discharged. One important social contribution institutions of higher learning can make is to aid business, industry, and the professions in selecting those individuals who can best serve these areas. It is true, of course, that persons tend

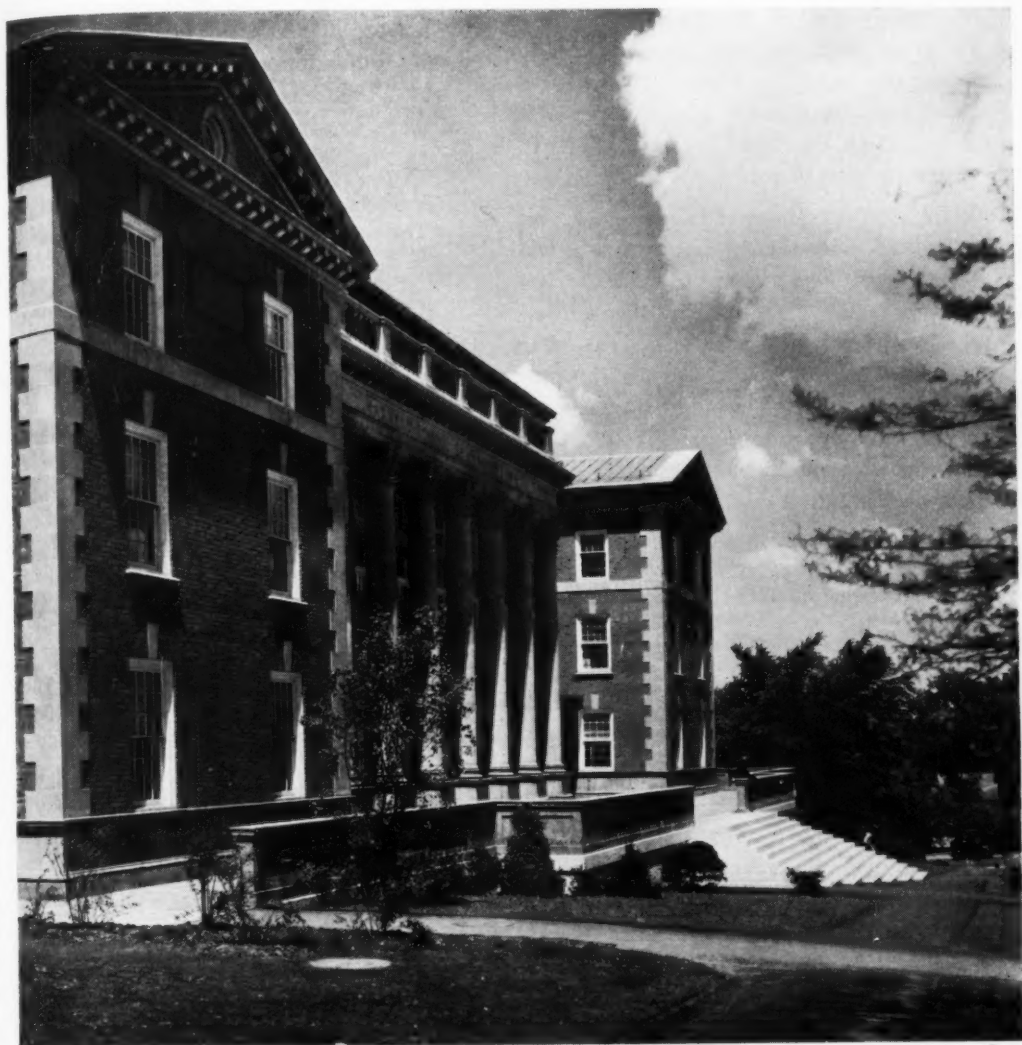
to gravitate finally to the areas of endeavor for which they are best prepared in terms of their interests, abilities, and equipment. But the loss of time from graduation to the final selection of a life work when permitted to proceed on a hit and miss basis is economically and socially wasteful. Since education should serve society as well as the individual, it is incumbent upon it to reduce such social and economic waste to the minimum.

Placement, Counseling and Guidance Are Coordinating Functions

In the discussion of the first concept it was implied that counseling is essential. Many college students have vaguely formulated vocational objectives. Those who enter our colleges of dentistry, engineering, business administration, law, education, and other technical schools, have frequently gone through some sort of an analysis of their vocational interests and have at least arrived at a tentative decision. A greater problem exists among the students who enter our colleges of liberal arts. Many, if not most, of these do not have the haziest idea of their choice of a life work. Much attention must be centered on this group.

Even those who are interested in engineering, law, medicine, or education need much further guidance and counseling as well. For example, a person may be interested in the general profession of engineering, but it is clear that there are so many branches and sub-divisions in this area that even with such students continuous guidance is needed. The same condition exists in law and in other fields. The counseling and guidance program must not be restricted to the students in liberal arts alone, although they probably need more assistance than do the others.

Business and industry are interested in academically trained college men and women and offer them a multiplicity of opportunities. Our concern should be in knowing what these



MAXWELL GRADUATE SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS, SYRACUSE UNIVERSITY

fields are and in directing the educational program of these individuals in terms of their abilities and interest, thus contributing towards their earlier and more adequate vocational adjustment.

Three important areas of investigation must be thoroughly explored if the right people are to be available for the right jobs. In the first place, an analysis must be made of the many types of positions open to seniors.

College students in general know little about the wide range of vocational opportunities open to them, to say nothing about their lack of understanding of the qualifications needed and the opportunities for employment.

The guidance program must make every effort to aid the student to understand himself. A careful analysis of his strengths, weaknesses, and interests should be revealed with the help of interest and aptitude tests.

Another aspect of the guidance program involves a thorough understanding of the courses and curricula of the institution, so that he may be directed into those courses and curricula which will prepare for the appropriate type of job.

Placement, which comes in the senior year, can be little more than a gesture unless buttressed with a long range program of guidance proceeding continuously through the preceding years. It seems clear that if a comprehensive program of this sort is to be followed a large staff would be necessary. If we are thinking in terms of effective, functional education the economic sacrifice on the part of an institution must be made.

There Should Be a Coordination of All Available Placement Facilities on the Campus

The scope of placement work is so extensive that one man or one office should probably not attempt to handle all phases of the work. The utilization of department heads, deans, and personnel workers in the various schools and colleges on the campus is mandatory.

The placement director can not be expected to have much more than a general knowledge of vocational areas which are of a highly technical nature. He should have a fairly clear concept of the general requirements of the work, and the types of persons needed. For detailed knowledge the services of an expert are needed. If placement is to be done effectively, the placement and guidance services should be available to students throughout their entire academic experience.

The utilization of the facilities of the campus unquestionably will result in increased placement results. Staff members, department heads, and deans are specialists in their respective areas. They have invaluable contacts in the field. Definite provision should be made to draw them in directly, and in accord-

ance with a well-conceived plan of operation.

A coordination of placement facilities involves rather intricate relationships. This is not the place to suggest the details of administrative organization, but the indications are that it could be made to function.

The Placement Office Should Be an Integral Unit in the Whole Educational Program

If we accept the thesis that placement is a basic educational responsibility, it follows that it must be an important division of the educational program. It is possible that the placement office coordinated with the entire personnel program can be a valuable center of information and data, indispensable to curricular development. This division is in intimate contact with conditions in the field. If the office is organized properly it can provide a steady influx of data relative to the needs of business, industry, and the professions. It would be the institutional unit most sensitive to changing conditions. It would be the unit which would first encounter new needs and new types of preparation needed to meet these needs.

Too often, however, these needs are clearly evident, but the directors do little with this information. It should be the obligation of the placement director to suggest such changes in the curriculum as may be needed to prepare students for more adequate occupational adjustments. This is a fundamental educational responsibility, and an excellent way to keep higher education in tune with the changing demands which are discovered from the field.

In view of this function, there should be academic status for those participating in placement and personnel work.

The Placement Service Should Educate Employers

As one reviews the technics used by busi-

ness in their efforts to secure college trained people, it becomes quite clear that it is an obligation of placement directors to assist them in more economical methods.

First, we must improve our technics. Next, we must encourage employers to look first to the placement offices of our institutions. This will be a difficult task if we cannot provide the efficient services they demand.

Such practices as interviewing ten to seventy-five candidates in a given institution for

one position and asking a large number of candidates to travel great distances for further interviews for the same position are unjust. The placement director should assume some responsibility in eliminating such unnecessary waste.

Placement directors have much to learn from employers. By the same token employers have much to learn from placement directors. But the initiative in both instances must be taken by the latter as it is they who have the product to sell.



CECIL F. SHALLCROSS, President

T. MAGILL PATTERSON, Secretary

H. A. CARL, Assistant Secretary

1825 - 1942

THE PENNSYLVANIA FIRE INSURANCE COMPANY

Charter Perpetual

OVER ONE HUNDRED YEARS OLD

DIRECTORS

Cecil F. Shallcross
Joseph Wayne, Jr.
Isaac W. Roberts
Morris L. Clothier

L. H. Kinnard
Wm. W. Bodine
William F. Kurtz
Edw. Hopkinson, Jr.

Henry I. Brown

HUTCHINSON, RIVINUS & CO., Agents
PHILADELPHIA

"MAKING GUIDANCE IN ENGINEERING MORE EFFECTIVE"

RUSSELL S. BARTLETT

Newark College of Engineering

IN FULFILLING our educational aims we must help the student to probe his own capacities, as applied to various fields of study, or to explore several lines of effort as outlets for his own powers. With such guidance and training as we can give, we help him toward the fullest realization of his own potentialities, both for the benefit of



RUSSELL S. BARTLETT

society and for his own personal satisfaction. Co-ordinate in that program are two functions—appraisal and improvement—so highly interdependent that any step in education involves something of each. By appraisal we mean determining the assets and liabilities of the student; evaluating the raw materials available for improvement, or for any processing that shall render them more serviceable. Appraisal has little value unless it is possible to adapt the processing to the recommendations of the appraiser. Guidance has little significance if there is no opportunity for the student to follow the advice given.

Until recently the techniques of mental measurement were in a stage so elementary

and experimental that guidance was offered only in the most general terms, and division of training into a few broad areas was sufficient. Lately the advances in measurement of aptitude, training, and temperament compel a reconsideration of our diversification of training. At the other end of the educative process, industries are analyzing more critically their requirements in training and abilities. The education that is best for one individual is dependent upon his own capacities and interests on the one hand, and on the opportunities and demands of society on the other.

High School Record as a Basis for Selection

Experience shows that the best single basis for selection of students, or for placement in the correct curriculum, is the high school record. Guidance on this basis may be rendered more exact if the high schools are rated objectively, on a comparison of student records in school and college. Prediction and selection can be more effective if tests are used to supplement the high school records. The test of general scholastic aptitude, though too heavily saturated with the language factor to be especially significant for engineering, should be included because it may be useful in guidance and placement, and it may well indicate whether a given student is college material. Achievement tests in key subjects are also useful, notably mathematics, science, and English. Finally there are available, though still in a stage that is somewhat experimental, tests the purpose of which is to determine special aptitudes along certain diverse lines, so that the student may be advised whether to study engineering, arts, pure science or commerce.

In our engineering schools today there are present at graduation less than one-third of those who matriculated. Registrars and ad-

FOOTNOTE: In 1940 a proposal was made to the Engineers' Council for Professional Development and the Society for the Promotion of Engineering Education for a study of problems and practices in student selection and guidance for engineering education. Pursuing that study, Dr. Bartlett has visited more than fifty Universities and Technical Schools all over the country, and has corresponded with administrators and teachers in many others. Problems of pre-college guidance have been discussed with principals and others in many high schools and private secondary schools. Though the study is continuing, a preliminary report was presented to the annual meeting of the Society for the Promotion of Engineering Education in June, 1941, and subsequently published in the JOURNAL OF ENGINEERING EDUCATION, Vol. XXXII, No. 3, page 227, November, 1941. This article attempts to present some of the features of that report.

missions officers are able to form a shrewd judgment of the student's abilities, and can recommend to him the proper line of study. Many should not attend an institution of college grade, yet are deserving of training beyond high school. Because the right training is not readily accessible, many boys are admitted to engineering schools who should be elsewhere, possibly in the mistaken idea that the student is thereby well served, more probably because the boys and their parents insist. From the record in college it is clear that the curriculum is of the wrong kind or too difficult for great numbers of matriculants. Often the curriculum is so modified by the presence of these large numbers who should be elsewhere that the boys who really do belong do not get the challenge that they should.

Need for Increased Efficiency in Teaching and Learning

A recent report* dealing with the aims and scope of engineering curricula has emphasized the diversity of engineering services, ranging from pure research through professional engineering to commercial and non-professional functions. There also is proclaimed the need for advanced training for the higher technical levels as well as for a broader base in science and the humanities. The first requirement in meeting these needs is increased efficiency in teaching and learning, through careful elimination of non-essentials, and through improved motivation from aroused interest and a sense of real progress on the part of the student. Beyond that there is a need for flexibility in the curriculum, to meet diversities in student abilities on the one hand, and the varied requirements of technical employment on the other.

Graded Instruction

In freshman mathematics perhaps more

than in any other subject it is apparent from the excessive number of failures that the material taught is too extensive or too difficult for the capacity and training of the average student. On the other hand, it is evident that more mathematics is taught than is needed by most engineering graduates. Yet there are students who can take all that the mathematicians wish to offer, and their subsequent employment will find use for all that they have learned. Such students can readily be segregated, from information in high school records and test scores, or from a few weeks' trial in course. Another group can be selected, too good for a repeaters' section yet not equal to mathematics for mathematicians; by selection of material and careful presentation of mathematics for use, it should be possible to give these boys all that they require for further study. Two or three grades of section will suffice. If two or three can be scheduled at one time they will hardly diverge enough in the first month or two to preclude re-adjustment for the boy who is evidently misplaced. The experience of those who have tried graded sections with graded instruction is emphatically favorable, though statistical evidence on this point is hard to find. Not only is the slower and less well prepared student able to find work at his level; but because the work starts at his level, he feels confident, works with more enthusiasm, and in the end learns far more mathematics than he would have in a mixed section. Because of the selection of material there is assurance that he has learned that part of the full mathematics course which is essential to further study. At the same time the good student is able to learn more because of the challenge of the material and the competition and stimulus of like minds. Such programs have been carried out successfully in most subjects of the freshman and sophomore years of engineering school.

There is no reason to suppose that students

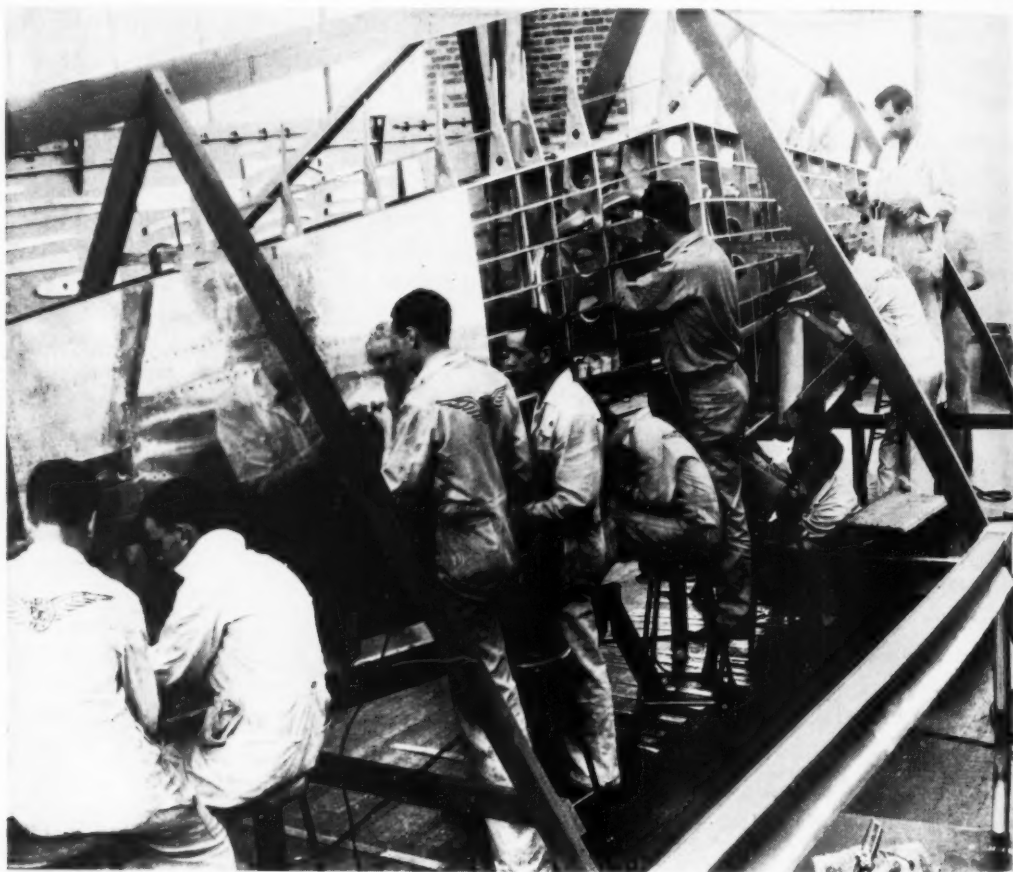
* Report of the Committee on Aims and Scope of Engineering Curricula, Journal of Engineering Education, March, 1940.

so segregated would differ more than at present in their preparation for advanced courses. Each group will be trained as well as is possible for his assets and the future requirements of employment.

Need for Diversification of Curricula

Such treatment, though it would save most boys who ought to be saved for further study in engineering, could not avail for the boy who does not belong in engineering at all, but in some other area of the broad field of technology. Our testing and guidance program should divert at admission the student who does not belong in technology. To care for greater differences within this field, still

further diversification of curricula is required. Possibly three parallel courses of study would go some way toward solving the problem. The first should be a two-year terminal course, similar to that of the technical institute or of some junior colleges today. There is far too little opportunity for that type of training, considering the reliable estimates from four different sources that for two jobs requiring an engineering degree, there are five that can be filled by the graduate of the two year course of the technical institute. The second would be a four-year program, leading to the degree of bachelor of science, essentially the engineering course of today. The third should be a six-year course,



SCHOOL OF TRADES AND TECHNOLOGY, PASADENA JUNIOR COLLEGE

four undergraduate years and two graduate, richer in basic science and the humanities, and diverging from the four-year course after two years. Here would be found those boys of superior scholarship, from the picked sections of previous years. They would naturally proceed to the more purely professional aspects of technology, to research and design, to curricula such as engineering physics or chemistry.

Students in the field of technology should determine on that course, tentatively at least, by the eleventh grade in school, that they may get adequate training in mathematics. The post-school curriculum should be based on such training, though provision should be made for those who find later that a change is imperative. The technical institute is ready for the boy who can determine early, at the time of high school graduation, that this is his area within the field of technology. Yet so slight are the differences which distinguish at an early date the students' qualifications for these three curricula—technical, engineering, scientific—that it is not possible in many cases to make the correct decision until later. For one who has made the wrong decision, adjustment is difficult under conditions prevailing at present. It means a change from one institution to another, with loss of time and some admission of error. Furthermore, because of the difficulty of change at present, boys try to crowd into engineering because of the greater prestige, whether they belong there or elsewhere.

In many ways the problem of student guidance would be simplified if we had these three curricula on the same campus or under the same roof, as is done today in some junior colleges. Guidance would be more effective in that advice could be given with complete knowledge of the various alternative programs; any change could be effected with a minimum loss of time, and with full credit

for studies already pursued in another curriculum; each curriculum should be integrated with the others to make adjustment easy, and to provide the student early in his career with samples of work of different kinds, so that he and his instructors may better judge where he can find the best outlet for his potentialities. It will be well even to sacrifice teaching efficiency slightly, in the interests of more effective guidance and easier adjustment. There would be no need for social readjustment and loss of face, so detrimental to effective study. Graduates of all three curricula belong in the field of technology, where they must co-operate later. It is well for them to learn as much as possible about other areas in that field, and to associate with workers in those other areas. This applies equally to faculty and students.

The fear that a terminal course would tend to degrade the regular engineering curriculum is based on the feeling that the terminal course is of inferior quality, or for inferior students. True, many students in the technical course lack the scholarship to succeed in engineering; it is equally true that many engineering students lack the practical sense or intuition necessary for success in the technical course. It is better psychologically and nearer to the truth if we think of three kinds, not degrees, of training in the field of technology: technical, engineering, scientific. Let each boy seek his proper place, proud in the conviction that it is an honorable place, content with the knowledge that he can fulfill his promise better as a good man in his proper area than as a poor man in some other area, however superior it may seem.

Only by such a realistic approach can we achieve the American ideal of education for each one, of a type that is best suited to his abilities and tastes and to the requirements of society.

Where there is Certainty,
there is OPPORTUNITY.

Life Insurance is built
upon Certainty, and
therefore Life Insurance
offers OPPORTUNITY
to the young man who
is seeking a career and
who likes people.



The NATIONAL LIFE AND
ACCIDENT INSURANCE Co.
of Nashville, Tenn.

FEDERAL AID AND EDUCATION

PROFESSOR HAROLD FISCHER

Director of Personnel Bureau, Franklin and Marshall College

THE study of the national policies on education involved in the participation of the federal government in education, and



PROFESSOR HAROLD FISCHER

particularly in the relationship between the National Youth Administration and the Civilian Conservation Corps on the one hand, and the state-and-local agencies of public education on the other, and the publication of the results thereof last October by the Educational Policies Commission of the National Education Association in its pamphlet entitled "The Civilian Conservation Corps, the National Youth Administration and the Public Schools," were indeed timely in view of the period through which educational institutions are passing and the problems with which they will be confronted in the future.

We in the educational field are indebted to the Commission for analyzing so clearly and effectively certain fundamental issues, the final answers to which will have a profound effect on education in this country for many years to come.

To what extent, in what forms, and through what channels should the federal government extend aid to education were questions which the Commission considered. With these same questions the writer is concerned in this article from the standpoint of their relation to and effect on higher education, with due consideration for the future as well as the immediate present.

From the dawn of the infant republic, colleges and universities have been making in-

valuable contributions to the evolution of the American way of life. Through periods of prosperity and depression, tranquillity and turmoil, American institutions of higher learning have ever been mindful of their responsibilities, duties and opportunities for service and, without hesitation, have responded again and again to the needs of the nation.

Today we are at war. The President has set the one and only goal for all our efforts as we enter a new year—"We are going to win the war and we are going to win the peace that follows."

Again American educational institutions are responding to the call to service, accepting the grave responsibilities which the emergency places upon them and eager to render the maximum service in this hour of crisis. Manifestations of this will to serve are clearly revealed in the resolutions adopted by various educational associations and, in the reorganization and adaptation of the programs of individual institutions so as to meet more adequately the needs of the times. Upon the institutions of higher learning and their staffs the people and the government of the nation can depend for an "all-out" effort to help win the war.

Need of Colleges and Universities for Federal Aid

For the support of this war educational program, however, and to enable the colleges and universities to withstand the strains and stresses to which they will be subjected, both during the war and in the years that will follow, federal aid *will probably be imperative*. National participation in education is not a recent development but extends back to the public school land grants of 1785. The administration of federal aid in recent years, however, has raised certain questions of policy.



VIEW OF FRANKLIN & MARSHALL COLLEGE CAMPUS

VOL.

A
port
fede
the
serv
Adm
pora
prov
agen
train
you
as t
thes
offic
have
dire
of f
of f
“
ern
whi
pro
The
cati
in
Uni
fede
aid

V
the
our
with
mot
C.C.
age
sho
Unc
cati
avo
in
war
and
res
rece

As the Commission pointed out in its report, two new educational systems under federal control have developed since 1933 in the N.Y.A. and C.C.C. "The Civilian Conservation Corps and the National Youth Administration both were established as temporary agencies under federal control to provide employment for needy youth. Both agencies undertook to provide vocational training and other forms of education for youth, as well as employment. Both agencies, as they developed educational programs, kept these activities under the control of federal officials." In spite of the various steps which have been taken since June, 1940, in the direction of a return to the established policy of federal relations to education, "the issue of federal control of education remains."

"There are two things that the federal government is peculiarly qualified to do and which it must do in order to safeguard and promote the national interest in education. The federal government should supply educational leadership. . . . Federal leadership in education should be centralized in the United States Office of Education. . . . The federal government should furnish financial aid to equalize educational opportunities."

Importance of Decentralized Control

With these conclusions of the Commission, the writer is in hearty accord. To strengthen our present educational system and facilities with decentralized control rather than promote a second educational system through C.C.C., N.Y.A., or some other alphabetical agency under centralized federal control should be the aim of the federal government. Undesirable competition and wasteful duplication of plant and program would be avoided. The needs of youth and the nation in the present crises, as well as in the post-war readjustment, would be met successfully and with minimum cost to the taxpayer. The response of our educational institutions in recent months prove conclusively that "the

American educational system with decentralized control is highly adaptable to changing and diverse needs. The educators of America have demonstrated that they can and will make a prompt and unified response to persuasive but non-coercive national leadership."

Federal leadership, including "research, conference, experimentation, demonstrations—indeed, every activity to improve education which stop short of control or coercion" is absolutely necessary for a unified national effort to meet the educational needs of our youth and the defense needs of the nation today as well as the needs and problems with which we will be faced in the reconstruction period following the war.

Need of Increased Federal Appropriations

Furthermore, increased, rather than decreased, federal appropriations will be required. As the Commission pointed out, "some youth need financial aid to meet the personal expenses involved in attendance at higher institutions. Many people work their way through college in private employment. But the number of private positions available for youth is usually far below the need. Federal appropriations for the N.Y.A. student program should be continued. Indeed, as we have seen, it will be an economical use of public money to increase the funds allotted for this purpose."

It should be noted that student work funds also have been used to provide work experiences under employment conditions. Properly planned, effectively administered, and with high standards of performance, the student work program can be made, as it has been in many institutions, an integral part of a young man's preparation for life. With a sound constructive attitude toward work, as well as correct habits of work acquired through work experience, the student will be able to adapt himself more readily to the conditions of the industrial environment upon his graduation. Training for defense indus-

tries can thus be made more effective. Because of its demonstrated value, a work study program should occupy an important place in our educational plans for the future.

In addition, many students will be unable to participate in the planned-accelerated college educational program because of the loss of earnings during the summer months. The Association of American Colleges recognized this situation at the annual meeting in Baltimore on January 2 in adopting the resolution "to make possible the acceleration of the educational program and to compensate students for the loss of summer earnings, we urge the Congress to provide funds in form of grants to promising and needy students, to be made through the United States Office of Education and to be administered by the colleges and universities."

Foundation of a Policy for Federal Aid

Regardless of the channel through which financial aid should be extended by the federal government to needy students, there exists now (and will continue to exist through the present emergency) a definite need for this assistance. In view of the conflicting ideas as to how this aid should be extended and the probable increase in the seriousness of the problem after the war, a definite policy should be formulated by the government now. A definite policy is necessary if only to clarify the thinking of persons in charge of the project. And from this policy should evolve a program which should be definite and understood by all parties concerned. In the closer relations which will develop between the federal government and American education in the years to come, the Federal Office of Education should be the point of contact and channel through which information, financial grants, etc., should pass. Federal financial grants should be made on objective bases and the administration, furthermore, of these funds by the colleges and universities should not be hampered by administrative regula-

tions to the extent of precluding their proper and effective adaptation to local conditions.

Now is the time to plan for the future. Education must be strengthened, not weakened. Our responsibility in this emergency, as the President has said, consists in our helping the country "to win the war. At the same time, it is perfectly clear that it will be futile to win the war unless, during its winning, we lay the foundations for the kind of peace and readjustment that will guarantee the preservation of those aspects of American life for which the war is fought."

The recommendations of the Educational Policies Commission of the National Education Association merit careful consideration in connection with the formulation of plans for the future. "When educational needs arise which affect the national welfare, cut across the bounds of states, and are beyond the unaided powers of states to meet, the federal government should move to meet these needs. It should not, however, itself operate and control educational programs. Rather it should work through the state and local educational systems and strengthen these established agencies by supplying leadership and financial aid without control.

"This Commission believes that this is a propitious time to make the transition from the present federal policy to the policy here recommended. For the present, the national defense production program is engaging the activities of schools and youth agencies and providing employment for most out-of-school youth. While the emergency phase of this program proceeds to its conclusion, policies can be agreed upon, plans can be formulated, and laws can be drafted—all looking toward the cooperation of federal, state, and local agencies in a long-term educational program for youth. One thing only is required to start the transition. The first need is for an authoritative assurance of policy on the part of the federal government."

A FLEXIBLE
ENGINEERING
AND
CONSTRUCTION
SERVICE
AVAILABLE TO
INDUSTRY

UNITED ENGINEERS & CONSTRUCTORS INC

NEW YORK PHILADELPHIA CHICAGO

THE STUDENT MAGAZINE AGENCY'S ROLE AS A VOCATIONAL SPRINGBOARD

GEORGE W. HINCKLEY, JR.

College Division, Educational Bureau, TIME, Incorporated

“WHAT practical experience have you had?”

Each June thousands of young men and women job-seekers meet this question from prospective employers. These young people, diplomas in hand go out into the work-a-day world looking for jobs—jobs in advertising, in selling, in the public relations field, and in straight business. And those who have had the benefit of some business training while in college are the ones who land the jobs they are seeking. For the business world is highly competitive and those who have gained experience by earning part or all of their college expenses have a tremendous advantage over the ones who have looked at their four years in college merely as a chance to learn from books.

And it is for this reason that College Placement Bureaus are tending more and more to coordinate their programs with the work of the undergraduate employment bureaus. It is the undergraduate employment bureaus that can give students the foundation of experience the present-day employer demands. This means that the function of a Student Aid Bureau is two-fold: first, to provide jobs for students who want to earn their college expenses and second, to develop especially those jobs which by their very nature offer experience which will be useful after graduation.

Value of Student Agency System

The type of undergraduate employment which seems best fitted to fulfill these requirements is the Student Agency System—magazines, laundry and pressing, text books, newspapers, student supplies, etc. Each agency is a business organization within itself, set up

with a Manager, as many Assistant Managers as are needed, and salesmen.

As an illustration of what is meant by Agency System, the organization and operating plan of a Student Magazine Agency serves as a very good example.

First consideration is the reason for having a Student Magazine Agency. Its function is three-fold:

- 1) To offer needy students an opportunity to earn money toward their education while at the same time gaining valuable, practical business experience.
- 2) To provide a periodical service organization which will meet the demands of the student body and faculty for subscriptions to all magazines at the lowest possible rates and with prompt fulfillment of orders.
- 3) To control all magazine selling within a college—thus doing away with conflicting selling for competitive magazines, eliminating any fraudulent outside soliciting, and insuring really worthwhile income to deserving undergraduates.

Need of Support by University Authorities

To a very large extent the success of a Student Magazine Agency depends upon its receiving the approval and endorsement of appropriate college authorities. The closer the helpful contact can be between a College Student Employment Office and an Agency, the more satisfactory will be the agency work and results from year to year.

This support can take a number of forms. Here are some of the most important:

- 1) The Agency should have exclusive mag-

azine rights on the campus. Most colleges ought to be only too willing to give this since an exclusive Agency keeps outside crews and high-pressure groups from pestering the student body.

- 2) If possible, an announcement should be made in the freshman handbook to the effect that the freshmen should buy only through official college Agencies, and this includes not only the Magazine Agency, but also the newspaper agency, laundries, books, etc.
- 3) The University should make an official announcement at the beginning of the college year of the existence of student agencies and request the cooperation of the undergraduate student body and the faculty.
- 4) The Employment Office should work with the Agency in providing good canvassers.
- 5) If possible, a loan should be made to the Agency at the beginning of the college year so that it can finance its operation.

Personnel of Student Agency

The personnel of a student agency should consist of a manager, an assistant manager,

and a number of canvassers or solicitors constituting an "Agency Board."

The Manager

is responsible for all phases of the Agency's operations—handling orders, keeping detailed and accurate records, and training canvassers and supervising their work. His is not only a sales job, but an executive one as well. The Agency can become a "big business"—one student magazine agency handled over \$8,000 worth of subscriptions in 1940-41—and as with any business, its success is dependent upon the capabilities of its head.

The Assistant Manager

as his title suggests, assist the Manager in his duties. He should be responsible for the promotional activities and the advertising campaigns of the agency and in direct charge of the selling force. He assumes the position of manager when the Manager graduates. In colleges where an Agency has been well established, the Manager is customarily a Senior who has worked his way up and the Assistant Manager a Junior—although a special situation may sometimes arise where it is not possible to maintain this procedure.

The Canvassers

are the working campus field force for the

Student earnings through the Student Laundry Agencies of the University of Pennsylvania last year exceeded

\$1000



QUAKER CITY LAUNDRY
Dry Cleaning GRAnite 1121 Fur Storage

LIFE INSURANCE - -

First Line of Home Defense!

SUN LIFE

INSURANCE COMPANY OF AMERICA
HOME OFFICE - - BALTIMORE, MARYLAND

Insurance in Force
\$157,114,738

Assets Now Over
\$23,000,000



1940 STUDENT AGENCY SALESMEN STOPPING FROSH

Courtesy, George T. Laboda

Agency, earning money for themselves and "heeling" for the important managerial jobs through work done largely in two selling periods (1) from the opening of college to November 1st, (2) from Thanksgiving until the Christmas recess.

It must be remembered that student jobs offering steady hourly pay—such as lawnmowing, washing windows, waiting on table, etc.—sometimes seem more attractive to the students than a sales job which is more dependent upon ability and effort. Yet if the students were to realize the fact that a sales

job gives valuable experience which will serve them after they graduate as well as offering a dependable income, they would jump at the chance that a magazine agency offers. And because commissions are quite liberal, earning possibilities are much higher than what a 30c or 50c an hour job offers. There is hardly any other type of work which can pay so well, and added to this is the incentive of the lucrative managerial post.

Phases of Agency Work

Once an agency has organized its person-

nel it must plan its method of operation. As with any sales organization there are three phases: direct sales, promotional activities, and finances. All are tied in together and must be so coordinated that the best results are achieved.

Direct sales means canvassing because it is personal contact that brings in returns. Experience has shown that much greater results can be secured when canvassers are made responsible for definite areas in a college. The Manager should have a complete map of each of the territories and should require the canvassers to report to him each night with a detailed account of the rooms that have been covered and the sales that have been made.

Many colleges have room diagrams of each dormitory by floors, and these are ideal for this purpose. In some cases, the Dean's office can furnish mimeographed lists of room numbers and the students' names, and in others they will allow the Agency to make up such a list from their records. The Dean's office should also be consulted for lists of students living in fraternity and sorority houses and in houses which are not regular dormitories.

There are two advantages in this: (1) it will give the Manager a chance to check up on his salesmen to make sure that they are doing a complete coverage job, (2) it will serve as a basis for the follow ups which should be made.

Canvassers should be supplied with report sheets so they will be able to turn in a record of all they do. For example—if a canvasser calls at a room and is told to come back later, this should be noted. Or if a canvasser makes a sale on one magazine and feels that some other magazine might also be sold at a later date (or has seen only one of two or more roommates) this should be noted. Or if a canvasser sees that there is no possibility

whatsoever for a sale, this should be noted so time won't be wasted in this spot again.

After a complete coverage of the college has been made and the poor salesmen have been weeded out, there should be a follow-up by the best canvassers. In doing this, the Manager should supply the canvassers with notes that were turned in on the first coverage of the student body.

Most colleges may feel that too much canvassing is not beneficial. Accordingly three canvassing periods can be recognized: (1) the first two weeks after college opens in September; (2) the week following Thanksgiving, for Christmas gift subscriptions; (3) the week following mid-year examinations for renewals and short-term subscriptions. In this way a definite limit can be set so the student body will not be pestered by salesmen when classroom assignments are of paramount importance.

Another name for promotional activities is advertising, and an agency must plan a definite advertising campaign. Briefly, this campaign can be built around poster displays, advertising in the college paper at the beginning of each sales drive, distribution of circulars, and contact with the faculty to secure its support.

The advertising campaign gives the members of the agency a chance to exercise their ingenuity, and any student who plans to make advertising his vocation will find his work with the agency helps him get some very sound and practical training.

Finances involve earnings, which are based directly upon the number of subscriptions the agency sells. Most magazines pay both a bonus and a commission and an agency can expect to realize a 40 per cent profit on its sales.

Since the continued success of an agency

is insured by the incentive of competition, the income of the manager should be fairly substantial, yet the canvasser's share of the profits should be large enough so that he will want to work hard for the immediate cash gain as well as the position of manager. All factors considered, the best arrangement would seem to be: 60 per cent of the commission to the canvasser, 20 per cent to the Manager, 10 per cent to the Assistant Manager, and 10 per cent for various agency expenses. In addition, the Manager receives all bonuses or salary extras paid by the publishers.

Included in the Agency expenses should be cash prizes for the leading salesmen for each sales period, with the winner of the managerial competition excluded so that those who don't win this competition, or upperclassmen

who can't win, will have an added incentive to do a good selling job.

As with any business the agency will be more successful if it can start with working capital. Also it is self-evident that a great deal more business can be done on a credit than on a cash basis. Hence it is important wherever possible, that the agency secure a loan from some source to help finance its first month's business. After that, it should be able to carry itself.

This study of a magazine agency is merely an example of what can be done with a college agency system. There are many things students need and will buy—and certainly organized agencies can fulfill these needs while helping the Student Aid Bureau achieve its purpose: supplying employment that offers vocational training as well as income for needy students.

WE are a great people about in proportion to the number of us who live a full and rich life. Pittsburghers long ago created a University to help and to inspire young men and women toward such life; they created a chance here to study medicine, engineering, law, business, the profession of teaching, and other vocations.

Write to the Registrar

UNIVERSITY OF PITTSBURGH

THE INTERCOLLEGIATE STUDENT AGENCIES ASSOCIATION

GEORGE T. LABODA

Chairman, Columbia University, '42

IN THE Fall of 1940 a plan which had been discussed for some time among certain interested persons at Columbia University finally materialized. The idea was to assemble representatives from various neighboring colleges who were interested in Student Agencies in order to have a round table discussion covering their particular agency set-ups, as well as the agency picture in general, and from several specific angles. The Student Laundry Agency at Columbia invited a few schools in the East for this express purpose, and the meeting was attended by Cornell and Princeton. Yale, although unable to be present, sent down information on its agencies and their functioning. The three schools thus held the first Intercollegiate Student Agencies Conference ever held anywhere, so far as information can be found, on March 8, 1941, on the Columbia Morning-side Heights campus.

Purposes and Plans

The purposes and plans of the council, as arrived at by the organizing committee and later communicated to the representatives at the first conference, were many. However, it would be well to consider, at this time, the ideas from which these purposes and plans emanated. From first hand information it was apparent that remuneration from student-operated agencies was becoming an increas-

ingly important percentage of the total earned by students working in colleges and universities. It was also evident that more and more students were working their way through school—in part or in full. This was resulting, to various degrees, in the necessity for creating new jobs and opening up new fields of opportunity for these students. Furthermore, as a result of greatly increased college enrollments, the problem of placing college trained graduates was becoming more complex and requirements for positions more stringent.

Therefore, it seemed advantageous to study carefully various typical agency problems such as sales, service, taxes, personnel, administration, expansion and organization of new agencies, and the relationship between the college administration and the agency. It is apparent that the securing and distribution of as much information as possible on all these phases would be extremely valuable to schools having agencies and also to those interested in having them. In fact, such information could be applied not only to the above cases but to similar departments where the same forces are operating. Accordingly, it was thought that no better source of this information could be obtained than those men who were actively interested in or affiliated with agencies. By having a conference of agency men, as was contemplated, to give and receive information based on actual experience in a variety of situations, benefit would result to all.

It is assumed then that these men could apply this new data to their present particular situations and use them advantageously in planning for the future. Another point, which was brought out by one member of the origi-



GEORGE T. LABODA



Courtesy, Jack Lewis, '42

BUSINESS MEN IN THE MAKING—THE STAFF OF THE STUDENT LAUNDRY AGENCY, LARGEST ON CAMPUS FROM POINT OF GROSS PROFITS; GOING INTO ITS ELEVENTH YEAR AT COLUMBIA UNIVERSITY

nal committee, was that with so many new taxes and certain restrictions of buying and selling being imposed upon small businesses, to which Student Agencies are very similar, a conference of Student Agencies could prove very effective in working out plans to meet these new factors. With this basic foundation, the remaining ideas can be better understood.

By expanding existing agencies, organizing new ones, and improving the efficiency of those established, newly created jobs offer additional fields of opportunity for those who must earn money to provide for their education. Not only are more men taken care of, but the valuable experience thus derived, coupled with the academic training received, combine to turn out a better trained and more well-rounded college graduate. Having this valuable opportunity to acquire business training and express ingenuity and initiative, a man is more apt to qualify as the kind of employee that the army of personnel men from companies of all sorts are constantly trying to secure. When one realizes the increasing number of men with degrees who are graduated from colleges and universities throughout the land each year, he appreciates the necessity for having a certain extra some-

thing. Therefore another purpose was to prepare young men more adequately for the hard road ahead upon graduation. Agency work can be invaluable in this respect.

The Association as a Mutual Aid Society

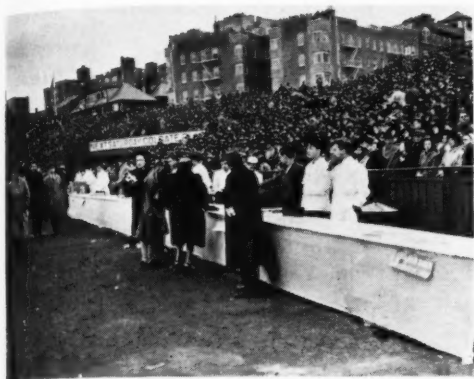
The Intercollegiate Student Agencies Association takes the form of a mutual aid society in that representatives of colleges are welcome to attend the annual conferences, volunteer as much information as they care to, and absorb what the others have to say. Anyone can bring his particular problems to the floor for discussion and receive advice and suggestions based upon the experience of others. It is hoped that in the near future a small assessment will be levied, the funds from which are to be used for keys for officers, shingles for those attending, and miscellaneous expenses such as correspondence and printing. This amount need not be large, and it appears quite likely that this plan will soon be adopted, thereby creating another bond in perpetuating the Association.

The present members plan to print a small booklet embodying the minutes of the first two conferences to be distributed to other



Courtesy, Jack Lewis, '42

DURING RECENT YEARS COLUMBIA STUDENTS HAVE TAKEN OVER THE SALE OF PENNANTS AND FOOTBALL SOUVENIRS FORMERLY HANDLED BY INDEPENDENT "MERCHANTS." SCENE, BAKER FIELD, COLUMBIA



Courtesy, Jack Lewis, '42

TWO HUNDRED COLUMBIA STUDENTS SELL HOT DOGS, BEVERAGES AND SMOKES AT HOME GAMES (BAKER FIELD). THEIR CASH REGISTERS ARE MUFFIN TINS, COFFEE IS MADE IN LARGE BOILERS ON THE MANSION STOVE AND LUGGED DOWN TO THE STANDS.

schools, in an effort to stimulate interest and membership in the Association. Upon this foundation it is our hope that the Association will take on national interest and include schools throughout the country.

Plan of Organization

To show specifically the working plan of the Association, the following is the plan of organization adopted by the Association at its second annual conference which was sponsored by the Cornell Student Agencies, Inc., and which was held December 6, 1941, at Willard Straight Hall, Cornell University, Ithaca, New York.

Article 1.

This organization shall hereafter be known as the Intercollegiate Student Agencies Association.

Article 2.

The Association is a non-profit coordinating group of student organizations engaged in marketing various campus services, who

have affiliated to further their mutual objectives and be of mutual aid.

Article 3.

Any college or university, regardless of size, which is interested in the purposes of the Association may apply for membership by showing intention to attend the annual conferences.

Article 4.

The Association shall have 3 officers; a chairman, a secretary, and a treasurer. They shall together be known as the Executive Committee.

Article 5.

The Chairman shall preside at all meetings of the Association and shall prepare the agenda for the meetings.

The Secretary shall keep all records and minutes of the conferences and shall handle outside correspondence directed to the Association.

The Treasurer shall be responsible for the funds of the Association.

Article 6.

Officers shall be elected at the close of each annual conference and their term of office shall begin the April 1 following the conference and shall extend to April 1 of the next year. The officers elected shall be members of the Junior class on the April 1 of their induction. No school shall have elected more than one executive officer at any one conference. After the conference each school shall appoint a corresponding secretary whose term of office shall be the same as that of the executive officers.

Article 7.

There shall be an annual meeting to be held the first week-end in December at the school attending the conference so designated.

Only one meeting shall be held annually, but the executive committee shall have the authority to call an additional meeting for some special purpose.

Article 8.

This Plan of Organization may be amended by a majority vote of the membership assembled in the conference. Each school in the conference shall have 3 votes regardless of the number of representatives present.

Article 9.

The Association shall have no power to commit any constituent organization to any course of action.

It is hoped that the procedure of the first two years will be kept as regards to holding or sponsoring the annual conference, namely, that each year a different and new school will provide quarters, meeting rooms, meals, etc., for the yearly meeting of the Association.

We who have participated in the organization and first two conferences of this Association feel that much progress has already been made in creating this body, which should definitely stimulate the development of student operated agencies. We also looked forward to its growth into a national organization, with the hope that the Agency plan of student employment will become increasingly popular on college campuses.



Rising to Success

THE most important step in any man's business career is his choice of a life work.

TO the young man just leaving college the business of life insurance selling offers unusual opportunities for success and is a type of work worthy of his best efforts. Earning possibilities are practically unlimited and, in addition, there is the personal satisfaction of being engaged in a business that is rich in worth-while service.

Massachusetts Mutual
LIFE INSURANCE COMPANY
Springfield, Massachusetts
Bertrand J. Perry, President

MERIT RATING*

EDWARD N. HAY

Personnel Officer, The Pennsylvania Company

EVERY time a Supervisor expresses his opinion of one of his subordinates he is "rating" him. When "raises" are discussed the process of rating goes on automatically. These are informal and unsystematic methods of rating and they rarely leave a written record. The fellow who attracts attention with some worthy exploit is more likely to be rated, and rated favorably, than the others who go along from day to day doing a good job but not attracting any attention. Or perhaps some unlucky devil makes a mistake which is recorded informally on the memory of his boss. Since he is not rated at regular intervals in any systematic manner he has small chance of overcoming this one mistake and clearing his record.

A large number of business and industrial organizations have attempted to improve on this hit-and-miss rating procedure by devising a written form on which all employees are rated at intervals, and the recorded results are filed away for future reference. It would seem a perfectly simple matter to put down on paper an opinion of this kind and have it be as useful ten years from now as it is today. Numberless problems intrude themselves however. One rater is a "sourball" and never gives anyone a high rating. Another is a perpetual enthusiast and reports all of his workers in superlative terms. How can these two different points of view be reduced to equivalent terms so that every person rated gets equal treatment? How can we overcome the workings of favorable or unfavorable prejudice in individual cases? When one man



EDWARD N. HAY

says that one of his employees is "cooperative" he means one thing; another supervisor attaches an entirely different meaning to the term. The further we examine into methods of rating the more problems appear, each one bristling with many sharp points.

The Committee on Psychological Methods of the Philadelphia Industrial Relations Association was created a number of years ago to attack just such problems as this. In March, 1940, the Association issued a twenty-two page report under the title "Merit Rating" which was prepared for the benefit of the members of the Association. It is a scholarly, well-presented report prepared by a Committee consisting of personnel people from representative Philadelphia companies which are members of the Association, and is the result of nearly two years of meetings of the Committee. The purposes of the report were:

- 1) To enable the members of the Committee to benefit from the discussion and study of a problem of common interest.
- 2) To present the results of the Committee's study in written form for the benefit of the other members of the Industrial Relations Association.

The first problem attacked by the Committee was the determination of the scope of the future discussions. This resulted in dividing the topic into six sections. These sections served as titles of the six chapters of the report and are as follows:

- I. Purpose and Value of Merit Rating.
- II. History of Merit Rating.
- III. Principles of Merit Rating.

* Based upon a report prepared by Committee on Psychological Methods of the Philadelphia Industrial Relations Association, of which Mr. Hay was a member.

IV. The Validity and Reliability of Ratings.

V. Training of Raters.

VI. "Selling" a Rating Plan.

The deliberations of the Committee were carried on by dividing the Committee into groups, each of which undertook the study of one of these six divisions of the subject. The members carried on their studies between Committee meetings and the results of these studies were brought to the meetings for discussion.

One of the results of the deliberations of the Committee was the publication of three articles based on material contained in three of the chapters of the Committee report. These articles appeared in "Personnel" and were as follows:

"A Case History in Merit Rating"—*Personnel*, Volume 16, February, 1940, pages 137-162, by Randolph S. Driver.

"The Validity and Reliability of Ratings"—Volume 17, February, 1941, pages 185-191, by Randolph S. Driver.

"Selling a Rating Plan"—Volume 18, July, 1941, pages 42-47, by Edward N. Hay.

These articles were expanded discussions of the ground covered by the chapters of the report that dealt with the topics indicated by the titles of the articles. The benefits of the work of the Committee were thus extended far beyond the limits of the membership of the Philadelphia Industrial Relations Association.

The report itself is rather brief and does not pretend to be an extended consideration of the subject of Merit Rating. The chapter headings indicate the way in which the problem was attacked.

Chapter I—Purpose and Value of Merit Rating

The Committee pointed out how many influences have arisen to make management feel

the necessity for developing improved personnel policies, including Merit Rating. For example, the Committee lists ten uses for Merit Rating:

- 1) To aid in salary decisions, with adjustments upward or downward.
- 2) To single out employees capable of promotion.
- 3) To show where transfer of employees to other work may be desirable.
- 4) To discover employees unsuited for particular types of work.
- 5) As a guide in lay-offs and rehiring, when such changes are necessary.
- 6) To measure the progress of employees in training groups and of new accessions to the force.
- 7) To aid employees' self-improvement. Weak points brought out by merit rating and explained to an employee will give him something definite to work toward for improvement.
- 8) To promote amicable personnel relations by insuring fair treatment of all employees.
- 9) To improve morale by establishing a systematic procedure for periodically determining improvement in performance of individual employees.
- 10) To aid in determining the value of a testing program, by providing a criterion of success or failure on the job.

The Committee points out that not only are ratings valuable to management in order to learn how each employee is regarded by his superiors, but they also afford an opportunity for constructive criticism by the personnel director or the supervisor of the individual who has been rated. Another important feature of good merit rating is that it brings the supervisors into periodic participation in the personnel program. It likewise tends to crystallize and clarify the opinions of supervisors with regard to their subordinates.

Chapter II—History of Merit Rating

One of the earliest examples of recorded merit rating is found in Dante's *Divine Comedy*, where the poet evaluates many characters of that day and earlier times so that they might be assigned to their proper places in heaven and in hell.

Later, King Henry, VII, of England, dispatched three messengers to Naples to secure a report on a prospect for a Royal marriage. Among the things to be noted was "#6. Specially to note the favor of her visage, whether she be fat or lean, sharp or round and whether her countenance be cheerful and amiable, smiling or melancholy, or blushing in communication."

Thus the Committee traces the early development of rating through the genius of Galton, Pearson and others. Many personnel inquiries of recent years indicate an interest in merit rating on the part of industrial and commercial companies and there is a constant demand for sound information on this subject. One of the more recent of many careful studies was the report by the National Industrial Conference Board issued in 1938, entitled "Plans for Rating Employees."

Chapter III—Principles of Merit Rating

This chapter contains a brief discussion of the various methods of merit rating. Among the methods covered are the following:

Ranking Procedures or Order-of-Merit Scales; Grouping by Merit; Man-to-Man Scales; Descriptive Term Scales; Numerical Scales; Linear Scales; Check Lists; Yes-No Scales.

There is a discussion of the method of scoring or summarizing in which the warning is given that a summarized rating in terms of a single numerical score has certain advantages but many limitations. For example, an employee may be outstanding in one trait and yet mediocre in all others. Merely noting the total numerical value overlooks the one

outstanding ability which this individual possesses. Again a high total score may obscure the fact that an employee is seriously deficient in one quality. The report comments "The crucial problem in summarizing merit ratings is not how high an employee rates but whether or not he has the ability to do a satisfactory piece of work."

Chapter IV—Validity and Reliability of Ratings

The Committee points out that a rating is valid only when it is known to be an adequate measure of whatever it is supposed to be measuring. Similarly, ratings are reliable only when they consistently measure the same thing. These two points are usually entirely ignored by amateur constructors of rating scales. The chapter continues with a discussion of methods of computing validity and reliability, the ground covered being indicated by the various headings, as follows:

Methods of computing Validity; Comparison with psychological tests purporting to measure the same ability; Comparison with work-samples; Analysis of distribution of results; Analysis to determine the presence or absence of Halo effect; Follow-up procedures; Methods of computing Reliability: Comparison of re-ratings; Questionable method.

Mr. Driver's article based on this chapter appears in "Personnel" and has been referred to already.

Chapter V—Training of Raters

A rating scale is like any other "tool." The results secured with it depend not only on its design but even more on the care with which it is used. Consequently, the training of raters is a matter of fundamental importance in attaining successful results with a rating scale. The Committee points out that in training the raters the following topics should be covered:

A discussion of "individual differences"; A discussion of the method of using the scale; The use of actual cases for illustration; A discussion of the most common errors in rating, such as "Halo" effect, already referred to; A discussion of the manner in which ratings are to be used and the possible effect of these ratings upon the employee.

The chapter describes different methods of instruction used with single raters or with groups of raters. These include individual instruction, group instruction, discussion meetings, the use of a rating manual and of a covering letter.

In some organizations rating plans have been developed out of discussions of supervisors in meetings for the purpose. These discussions are guided by someone familiar with the practical points involved, and the result is beneficial in many ways. Among the benefits are the enthusiasm of the group for the success of the rating plan, the increase in knowledge of how to use such a plan and the valuable practical suggestions that are made by those who will use the scale.

Chapter VI—Selling the Rating Plan

In the words of the Committee, "A rating plan is of no value for its own sake. Its only justification is in its effectiveness in filling a need." The report goes on to discuss the

advisability of showing the organization the existence of a need and establishing the fact that a rating plan will meet the need. Frequently, executives and supervisors oppose the introduction of a rating plan. The report discusses effective ways of overcoming this prejudice. Sometimes this is done by waiting for a suitable opportunity when a problem arises that would have been disclosed earlier if periodical rating had been in effect. Another way of putting over a rating plan is to have a Committee of important officials appointed representing the different departments, this Committee working with the Personnel Director in the development of the form. Sometimes rating is applied only to new employees and extended later to the older ones, thus overcoming some prejudice. Keeping the organization sold on the value of a rating plan is another problem brought out by the committee. This brief chapter was greatly expanded by one of the committee members and appears in "Personnel" as referred to earlier in this article.

At the end of the report is an excellent Bibliography, one of the best which have appeared on this subject. Included also are five reproductions of rating forms illustrative of different types of rating methods.

The report of the Committee on Psychological Methods of the Philadelphia Industrial Relations Association is an important contribution to the subject of merit rating.

JONES & LAUGHLIN STEEL CORPORATION

AMERICAN IRON AND STEEL WORKS

PITTSBURGH

PENNSYLVANIA

MANUFACTURERS OF CONTROLLED QUALITY
CARBON STEEL AND CARBON STEEL PRODUCTS



THE PSYCHOLOGIST IN THE FRONT LINES

CARROLL L. SHARTLE

Chief, Occupational Analysis Section, Employment Service Division,
Social Security Board, Washington, D. C.*

PSYCHOLOGISTS have always believed and worked toward the principle that every individual should be in the job he can do best, the job in which he can realize his potentialities to the fullest extent possible. Desirable as this is in normal times, in a period of national emergency it becomes a matter of vital necessity. Today, when the total resources of the nation are being mobilized for victory, America cannot afford to waste its industrial and military manpower; it cannot afford to have square pegs in round holes, anywhere. And today America is relying on her psychologists to help find the men and women who are best equipped to carry on the essential jobs of industrial and military warfare.

Never before in the history of the country has there been wider application of the techniques and methods devised by psychologists. A large defense plant requires three thousand trainees who can quickly learn to build 75 mm. Howitzers. Two thousand skilled construction workers must be hired to build a shell loading plant. An automobile factory employing 3600 workers is completely switching over to manufacture of airplane motors. A shipbuilding company must train and upgrade a thousand workers in the shortest possible time. In such situations, industry and government both look to the psychologist for much of the information and the techniques which will make possible the rapid selection, placement and training of the required workers.

It is not possible, of course, to have a trained psychologist located in every place



CARROLL L. SHARTLE

where major occupational problems occur. It is feasible, however, under wartime conditions, for the psychologist to make some of his knowledge and techniques available on a larger scale by training persons who are not psychologists in the use of these materials and techniques. It is true that only a portion of psychological methods and devices can be handled by the layman, but psychologists must go as far as possible

in simplifying their methods so that they can be used more widely. Today the well trained psychologist is needed in key positions from which his influence will spread over as broad a sphere as is possible.

Psychologists have been working in the occupational field for some years and, in connection with the operation of the public employment service in this country, have developed a considerable body of knowledge. Seven years ago the Employment Service began a systematic program of research in the field of job characteristics and worker abilities and aptitudes. A technical advisory board of experts was formed, many of whom were prominent psychologists.

A long-range program was outlined which has thus far involved the job analysis studies of more than 25,000 different civilian and military jobs or occupations. Trade tests have been developed and standardized for 130 occupations with work in progress on trade tests for 40 additional occupations. Over 100 occupations have been studied for developing aptitude test batteries. Eleven thousand job analyses are being made of occupations in the U. S. Army.

*The opinions as expressed in this article are those of the author and do not necessarily represent the official views of the Social Security Board.



RELATED OCCUPATIONS ARE DETERMINED BY GROUPING TOGETHER JOBS THAT HAVE COMMON PATTERNS OF WORKER AND JOB CHARACTERISTICS. EACH OCCUPATION IS CATALOGUED ON A SEPARATE CARD.

Job Entrance

The new war industries are employing thousands of young people who are entering jobs for the first time. Since speed is all important, it is necessary that the workers who are selected will be capable of learning these new occupations as rapidly as possible in training classes and on the job. The researches of psychologists in the test and measurement field are being widely applied in the solution of such problems and further study of aptitude measurement is being greatly stimulated. Hundreds of important war production jobs have never been studied before and many of them are new to industry itself.

In order to obtain maximum usefulness from studies of jobs, the Employment Service maintains a nationwide exchange for all new materials it has developed. For example, an

aptitude test battery for airplane riveter was standardized in a West Coast State. After proper checking this new technique was put into use in ten other States where the selection of learners for this job is in progress.

In addition to developing new material, the Employment Service, in the course of its research, has experimented with many of the well known older tests. One thing is clear from this experience; it is not possible to tell much about a test from the name it bears. A test labeled as a measure of "clerical ability" has been found to be more closely related to success in some "mechanical" type jobs than for some so-called "clerical" jobs. A test labeled as one of "mechanical ability" has proved more significant for certain "clerical" jobs than for some so-called "mechanical" jobs. Furthermore, different individuals may have entirely different notions of what

constitutes "mechanical" ability. It is important, therefore, that all tests be carefully verified, through research, to make certain that they are suitable for the specific occupation in question. Persons not thoroughly acquainted with test and measurement research should consult with psychologists who have specialized in this field.

After World War I there was a reaction against occupational testing, largely as the result of the indiscriminate use which had been made of these materials. People were over-sold on the value of tests and applied them to situations in which tests were of no value. Fortunately, a great deal more is now known about the value and limitations of

tests. Moreover, while there is still abuse in the use of tests, the layman who is applying tests today is probably better informed about testing in general than was the case twenty years ago. With greater knowledge, and, above all, the exercise of sufficient care, it should be possible, in this emergency, to avoid a recurrence of what happened after World War I.

Selection of Skilled Workers

Ten thousand trade tests were recently administered by a single local office of the Employment Service in selecting for referral the skilled workers required to build a huge munitions plant. Such trade tests as these



TWENTY-FIVE THOUSAND WORKERS HAVE COOPERATED WITH EMPLOYMENT SERVICE TECHNICIANS IN DEVELOPING STANDARDIZED TRADE TESTS

must be carefully standardized so that they are applicable to the particular occupation whether the applicant is in Los Angeles, St. Louis, or Boston. Trade terminology and practice vary somewhat from locality to locality. Thus the trade tests developed for nationwide use must be based on crucial elements in the occupation which do not vary. Trade tests developed through the research facilities of the Employment Service are validated in seven locations in the United States. In validating the trade tests, they are administered to journeymen in the trade, to apprentices and helpers, and to persons in closely related occupations. Twenty-five thousand workmen have cooperated with the Employment Service technicians in this task.

Trade tests were developed during World War I by psychologists. The Employment

Service has used many of these old test questions in its research and about half of them were found to be still useful. With a premium on skill in production of war materials the careful evaluation of all possible skills possessed by workers is increasingly important. It is also important in the armed forces, and trade tests are being applied by the U. S. Army and the U. S. Navy. These tests are now available for a fraction of the skilled jobs for which they are needed and new tests are being developed each month.

Transfer of Skill

There are approximately 25,000 separate jobs or occupations in existence in this country. In a given plant a single occupation may be broken down into a number of specific jobs. When a plant begins producing war equipment many of its employees naturally switch to new kinds of work. It is in this connection that the problem of related jobs and related skills occurs. Jobs are related to each other by dozens of different kinds of job and worker characteristics. From his studies of human abilities and traits, the psychologist can help answer such questions as which characteristics are most important to consider in the transfer of skill, and how these can be estimated or measured.

Utilizing methods developed by psychologists, thousands of jobs have been especially studied from the standpoint of discovering common denominators of job and worker characteristics. Each job so studied has been catalogued by the Employment Service in Washington so that related jobs may be determined in the shortest possible time. From 50 to 200 related jobs are developed for each war production occupation to which transfers are to be made.

A craft union whose work is being curtailed because of shortage of materials was supplied with fifty related occupations in war



AN APPLICANT FOR A DEFENSE JOB TAKES AN
APTITUDE TEST IN AN OFFICE OF A STATE
EMPLOYMENT SERVICE

industries. Several hundred related occupations of this kind were prepared for jobs in the manufacture of silk hosiery. Related civilian jobs are being developed for the occupations in the U. S. Army to facilitate the assignment of men by the Army. These will also be helpful to the Employment Service when it faces the problem of placing discharged soldiers in civilian work which will effectively utilize the experience gained during military service.

Training and Upgrading

With the present rapid expansion of war production, it is not unusual for a plant to double or triple its payroll within a few months. To meet the increasingly serious problem of skilled labor shortage, war industries are resorting to large-scale on-the-job training and upgrading of their available labor forces. This is a tremendous task. An analysis of jobs is necessary to determine the essential skills and to arrange these skills in order of their complexity. On the basis of these analyses the training can be outlined and the sequence for upgrading determined. These findings must be followed by the proper application of what psychologists have discovered about factors in learning. Psychologists in industry who have been working largely on personnel selection now have a great opportunity to apply their knowledge to the equally important problem of helping workers move up as rapidly as possible to jobs of greater and greater complexity.

Committees for Defense Research

Prominent in giving assistance to efforts of psychologists in the defense program is the Division of Anthropology and Psychology of the National Research Council, Washington. Here committees have been established to

assist in coordinating the researches of psychologists. For example, there is an Advisory Committee to the Adjutant General's Office on the Classification of Military Personnel. This Committee coordinates and appraises the work being done in the War Department, the Employment Service, and elsewhere, in the development and application of techniques and materials for the classification of Army personnel. There is also in the Division of Anthropology and Psychology a Committee on the Selection and Training of Aircraft Pilots. This committee coordinates important research projects in a number of universities throughout the country. Other committees have equally important functions.

Both the American Psychological Association and the Association for Applied Psychology have appointed committees to further the usefulness of psychology in the war program. Many universities have made adjustments in their teaching staffs to supply trained technicians to government and to industry. At least 100 graduate students in psychology have left their studies to accept positions in war work.

Post Defense Problems

The techniques which have been developed and applied successfully in mobilizing manpower for war production will likewise be essential in meeting post-war problems. The readjustment of our productive machinery from a war economy to normal peace-time activity will create major occupational problems. Transfer of skills and patterns of related jobs will be especially important in helping to make the shift an orderly one. It is essential that a careful record be kept of what is being discovered in the present emergency so that all available techniques and methods will be ready for use when the next big adjustment in manpower occurs.



BUT THE STARS STILL SHINE

America has gone to war to preserve those things which, even though bombs rain, shine forth because they have fundamental value—freedom, security and independence, for our country, our homes and ourselves.

Our nation is stronger today because life insurance has contributed so largely to the welfare of our country, the security of our homes, and individual independence.

The men and women who make it their profession to help the American people protect these foundations of our democracy have a job which offers unusual opportunity for service now and at all times.

THE PENN MUTUAL LIFE INSURANCE COMPANY

JOHN A. STEVENSON, President

Independence Square

Philadelphia

AN OPEN LETTER FROM AN INDUSTRIAL PERSONNEL EXECUTIVE TO DEANS OF BUSINESS ADMINISTRATION COLLEGES

Gentlemen:

Most of you are overlooking a real bet—and by a wide margin.

May I first of all preface my comments with the explanation that I have just returned from visits to several of our country's large universities in search of young men for my Company. Come with me over to my side of the fence for a few moments, and let me tell you what I see from where I stand. I see many earnest young men working, studying, and preparing themselves, day after day, week after week, for four long years. I see able professors guiding and leading these students, patiently, perseveringly; grooming and preparing them, working toward the day when they will be ready. What is this thing, so vitally important that these earnest youngsters are willing—yes, eager—to devote four years of their lives to prepare themselves for it? That is the question to which I wish you to devote some thought, leisurely and reflectively. Why are they spending these four or five years, which seem an eternity to them, at a Business Administration College?

The answer in its broad outlines is simple. They are preparing themselves to live more successful and more useful lives—so they can marry, buy their homes, raise their children and live fully, happily, successfully. But how do they accomplish this? What is the vital link which transfers them from college seniors to later success?

Again, in my mind at least, the answer is plain. It is necessary for them to associate themselves with our best business organizations, which will plan and map out their careers, strengthen their strong points, correct their weaknesses, and by developing them over a period of years and constantly preparing them for more advanced levels of responsibility, provide the very success for which they hoped when they were in college. Make no mistake about it—many of our largest industrial organizations are not only willing to do this, intelligently and scientifically, they *must* do it, to provide for their management needs of the future. Many organizations plan their management needs five to ten years ahead, undertaking to train and develop thoroughly the young men they employ from the colleges each spring. In the last ten-year period, the Company in which I am employed has made in excess of one hundred appointments to positions at executive level.

"What has all this to do with me?" you might well ask at this point: Simply this: there is a vast difference in the opportunity offered by various organizations to your young men, and information on this point is of great importance to the university officers who shoulder the responsibility of guiding their students toward some organizations and away from others. A successful elderly business man once remarked that the two most important decisions a young man has to make are his choice of a girl for his wife and his choice of a business organization for his career. And the decision as to whether you will help these young men, your later alumni to become associated with our most progressive companies, or whether you will set them loose to drift in the hope that some of them, at least, will be lucky enough to gravitate to these leading businesses, rest squarely with you, gentlemen! Let me put the situation this way: Suppose the senior were your son. Would it be of interest to you to see that he was steered to the company affording him the finest possible self-development, and the surest chance for a successful career?

"But we have placement offices," you say. "Do they not do this very thing you are speaking of?" And again my answer is a most emphatic "No!" in the large majority of cases. In spite of all your good intentions, gentlemen, your placement officers are mulling one of the greatest opportunities for service a university can offer a college senior about to be graduated.

Let me give you a single example. Recently I visited one of our large universities with a national reputation. Before visiting the campus, I wrote to the placement officer, giving painstaking details regarding the qualifications in which we were interested, and describing the field of work for which we were seeking trainees. In addition, at considerable cost and effort we had prepared a booklet, giving information regarding the Company, its policies and methods, organization, and other such information, as objectively as possible. We asked that the men to be interviewed read over this booklet in advance of their interviews. Upon arrival, I spied a notice on the bulletin board to the effect that anyone who might be interested in my Company should come in and sign up for an interview. (Regardless of how poorly qualified he might be!) The office was in charge of a nice youngster, a girl who had been graduated recently and had been put in charge of placement activities a month or two previously. It was an exciting new world to her. Of the twelve men lined up for interviews, not a single one had even a fairly good idea of the kind of work for which he was applying; one of the twelve had read the booklet giving information about the Company; and one of the men interviewed had actually never gone to college, but had heard, goodness knows how, that I was interviewing men that day at that college. Not a single man interviewed came anywhere near meeting the requirements stated so clearly. Planning my trip so carefully, setting out on a six-hundred-mile journey with such high hopes, you can well imagine the resulting extreme disappointment and vexation, and how easy it would be to cross that college off my recruiting list for the future.

And yet I am as certain as it is possible to be that there were a number of well-qualified seniors who, if they understood the nature of the opportunity offered by the Company, would have been anxious for an interview with its representative when he visited the campus.

This experience is not an isolated case. I have talked with personnel men from other leading organizations, who have had many experiences as unfortunate as this one. Visits by representatives of our large industrial organizations to interview your seniors should be regarded as red-letter days on your calendar rather than irksome interruptions to your teaching schedules. Many times we have passed up promising youngsters due to their decision that they did not have the time free to fill out aptitude tests, because it would interfere with a class. One lecture, against the chance to become associated with one of the country's finest business firms, a chance for which they have been preparing for four long years in many thousands of lectures!

May I again tell you how much I believe you could profit from these visits by representatives of industry?

Yours sincerely,

PERSONNEL MANAGER,
Research Dept.

VETERAN

HE IS independent and proud, yet democratic and friendly. He is the envy of the rest of the world, and its hope. He is generous and tolerant and peace-loving—and withal the most powerful man in the world. He is the American workman.

His hands, accustomed to the feel of wrench and lever and gauge, may never have held a gun; his mind, trained to think in terms of tolerances as fine as 1/10,000 of an inch, may never have wrestled with a problem of military strategy; and yet he is the veteran of a thousand campaigns.

His campaigns began in the laboratories, and his prowess was proved in the test pits of American industry. His battles were waged on the factory floor and in the field. His victories have helped to make the citizens of the United States the most fortunate people in the world, and the U. S. the greatest

nation on earth.

In the plants of the General Electric Company, working with General Electric scientists and engineers, this man, the American workman, has made giant generators to light whole cities. X-ray tubes to penetrate the mysteries of human flesh and metal castings, radio and television apparatus to project man's voice and image through space over the mysterious waves of the ether.

Today, in the gravest hour of world history, he is engaged in the greatest campaign of all. But there is serenity and confidence in his face, and the experience of a thousand campaigns behind him. He is sure of his own abilities, certain of his country's future. General Electric Company, Schenectady, N.Y.

GENERAL  ELECTRIC

952-218623-211

EXCERPTS FROM ANNUAL REPORTS OF PLACEMENT DIRECTORS

Louisiana State University, Rutgers University, State College of Washington
and University of Pennsylvania

LOUISIANA STATE UNIVERSITY

BY JUNE 30, 1941, or at the end of the fiscal year, more than one-half or 271 out of 467 students registered with the Placement Bureau of the Louisiana State University had been placed in positions according to their fields of training.

With the exception of the graduates in Commerce and those from the School of Library Science, the majority of students registered with the L. S. U. Placement Bureau sought teaching positions, and the table appearing below, shows the number registered and placed, and the fields of training represented as of June 30, 1941:

<i>Field</i>	<i>Number Students Registered</i>	<i>Number Registrants Placed</i>
Commerce	37	30
Home Economics	18	16
Physical Education	49	25
Music	44	20
Library Science	10	10
Speech	25	20
Elementary Teachers	51	40
Foreign Languages	39	18
English and History	101	35
Mathematics and Science.	47	22
All others	46	35

In the field of Library Science occurred the highest percentage of placements where all ten of the registrants had been given positions before June 30. Graduates in Home Economics were in demand also with 16 of the 18 students being placed by June 30. Graduates in Commerce experienced little difficulty in securing positions as these figures show that 30 of the 37 had been assigned before the end of the year.

Students trained in speech, music, and for teaching in the elementary grades also found numerous openings.

The lowest percentage of placements occurred in the following teaching fields: the

English - history group; mathematics - science groups, and in physical education. These figures clearly indicate that there is overcrowding in these fields and that too many students continue to prepare themselves for teaching fields that offer limited opportunities for immediate employment.

In addition to the work of the Placement Bureau which is now a department of the General Extension Division, some of the professional divisions of the University such as the College of Engineering and the Schools of Geology and Library Science take an active part in placing their graduates in suitable positions. The Athletic Department, too, assists many times in the placing of certain outstanding athletes, who have the proper teaching qualifications, in important coaching positions in colleges and high schools both in Louisiana and elsewhere.

The Placement Bureau of the Louisiana State University is an outgrowth of a Teacher Placement service formerly conducted by the School of Education. Some years ago, in recognition of the many contacts of the Extension personnel with school, business and professional groups throughout the entire State, this Bureau, with an expanded program, became a unit of the General Extension Division. The service has been expanded each year until now graduates from all colleges of the University may register here and find help through this medium in securing positions for which they have been trained. Also, it is now a regular thing for not only school officials but personnel managers of large business concerns to seek the services of this Bureau in securing properly trained University graduates for important positions. In time, it is planned to have all placement activities centralized in one Bureau so even more effective service may be rendered.

RUTGERS UNIVERSITY

REFLECTING improved business conditions resulting from the nation's defense efforts, every phase of the program of the Bureau of Personnel and Placement showed material gains over any previous year.

The Senior Placement program was the most successful the Bureau has enjoyed since its inception. Placement seminars, featuring afternoon instructional meetings and three evening lectures by outstanding personnel figures, outlining the qualifications Industry and Business are looking for in men seeking positions, were conducted as in the past with only one innovation—critical demonstration interviews by five personnel men, representing various fields of enterprise, staged before the afternoon sessions.

Thirty-five companies sent representatives to the campus to interview seniors. One hundred and forty-two men were interviewed and of this number fifty-two accepted offers extended by these companies. Twenty-eight other seniors found employment through leads furnished by the Bureau. As of July 1st, 1941, there were only eighteen men or 5 per cent of the senior class registered with the Bureau as unemployed.

The Alumni Placement program has furnished leads to 166 alumni, and has placed thirty-five men advantageously. These include

not only men out of work at the time of application, but also men desirous of making changes. Many have used the leads afforded as opportunities to better their positions with the companies employing them.

Registration for part-time employment reached a new all-time high of 940 applicants. Income from part-time employment, a majority of which can be attributed to the efforts of the Department, reached a new high of \$125,040. Included in this figure is \$22,767, which was earned by 373 men employed on funds administered by the Department for the National Youth Administration.

A spectacular rise in summer employment for undergraduates was recorded. Three hundred and seventy-three men registered with the Bureau, and of this number 212 were actually placed through the leads furnished by the Bureau. Only thirty men were registered as unemployed on July 1st. Particularly noteworthy is the fact that ninety-six men were placed in Industry and Business and another twenty-nine in sales positions.

The progress that has been attained this year is due to the complete coordination of function and personnel within the Bureau itself and the whole-hearted cooperation of faculty members and administrative officials.

*Philadelphia Electric
Company*

BUY U. S. DEFENSE BONDS

THE UNIVERSITY OF PENNSYLVANIA PLACEMENT SERVICE

WITH the college year 1940-41, ending June 30, 1941, this division of the University closed its fifteenth year as an all-University Department. The University Placement Service was set up in 1926 to centralize and to coordinate the various problems relating to placement in a large eastern University composed of thirteen definite Schools. Briefly stated, this program consists in the work of student employment for the benefit of self-supporting students, the student agencies and the National Youth Administration; the placement of seniors at the time of graduation; and the replacement of Alumni. The two last named divisions are arranged so as to have separate offices for placement work in the industrial and professional fields on the one hand, and for placement work in the teaching field on the other.

To bring all these functions into proper relationship with the various Schools in a large institution so that they may be effectively centralized, has been a matter of careful planning over a decade and a half. In its present organization, this goal has been reached in a successful manner, and still further improvements in the detailed procedures are looked for in the future. An outstanding achievement has been the coordination of Senior interviews with representatives of business and industrial firms in such a way that a given representative may interview Seniors from a number of Schools at one central point, and still make personal contacts with members of the faculty best able to express an opinion on candidates.

The results accomplished during the past year have been unusually encouraging, and taking the work of the Department as a whole, the year has probably reached an all-time high point in the standards of achievement. To illustrate, let us review positions which have become available for Alumni. In the Industrial Division, the available positions

for 1938-1939 equalled 583; for 1939-1940: 726; and for 1940-1941: 792. The corresponding totals for the Academic Division (teacher placement) were for 1938-1939: 857; for 1939-1940: 899; and for 1940-1941: 1,117. For both Divisions combined the total positions available for Alumni for these three years were respectively: 1,440, 1,625 and 1,923.

The actual placements consummated as a result of the foregoing available positions, are of special interest. In the Industrial Divisions these placements for 1938-1939 equalled 178; for 1939-1940: 201; and for 1940-1941: 281. In the Academic Division the placements for the same three years were 217, 298 and 368. For the two Divisions combined, the over-all totals of the placements were equal to 395, 499 and 633 for the same three years.

The registration for student employment in the three classifications of regular forms of part-time work, summer work, and camp counselor work, totalled 2,604, not allowing for some duplications. In the National Youth Administration program 697 students participated, and up to the end of 1940-1941, the total number of hours of work since the start of Federal Relief for students had reached a total of 1,254,555 for all students who participated in the plan, and the over-all earnings of all students participating had reached a total of \$602,905.85. The total earnings of self-supporting students in all forms of work reported through the Department for the year amounted to \$120,431.22. The total number of placements of students in part-time employment for the year, exclusive of National Youth Administration projects, were reported as 4,019. The gross business of the Student Agencies reached a sum nearly equal to \$40,000.00.

The Department as a whole functions under the general supervision of the University's Administrative Vice-President, with a Direc-

tor of Placement in actual charge of the work. Two standing committees of the faculty act in an advisory capacity, namely the Committee on University Placement and the University Committee on Student Aid. This plan affords an opportunity for helpful discussion

of administrative details and gives the faculty a voice in the various procedures set up by the University Administration. Correspondence is invited on the part of those who wish further information regarding the work of this Department.

STATE COLLEGE OF WASHINGTON

THE most gratifying part of this year's report of the Placement Bureau is the marked increase in vacancies and the placements resulting therefrom. Teaching and administrative positions in secondary schools show an increase of 40 per cent; in business and industry the increase seems to be almost without limit. Our increase in placement for the season just past over the year before was 21.5 per cent in high school and junior college positions, and 25.2 per cent in industry and business. This increase in placement, however, does not accurately represent the change in demand because we ran out of candidates for positions early in the season.

High school industrial arts teachers and commercial teachers have been absorbed by industry to the extent that I see no possibility of supplying the demand for teachers in these fields the coming season. A well-trained industrial arts teacher fits well into some of the war industries. A young woman adequately prepared to teach in the field of commercial education can readily get a position comparable to the Washington minimum teaching salary of \$1,200 without the extra fifth year of education required for certification in this State.

Unless intensive training in basic courses in industrial arts and in business education are given in the summer session, the demand in these fields cannot be met. Some higher educational institutions of the West and Northwest are trying to meet these adjustments, and one has already announced publicly that they are going to start a freshman class in June of 1942.

Recently at a meeting of school adminis-

trators in western Washington a number of superintendents seemed to think that it was time for institutional placement bureaus to make a survey of graduates who have dropped out of teaching positions in the last year or two. Some of these married women might be available for substitute positions during this emergency. One superintendent of a school district of some 20,000 population asked his school board to reverse their policy of not employing married teachers until the present emergency is over. This superintendent was unable to find teachers for four important positions.

For several years, and especially in the past year, there have been certain personnel trends in the Northwest which are of interest to institutional placement services. First, industry is becoming much more highly selective, especially of the young college graduates who enter their junior managerial training schools. Closely related to this more selective policy is their desire for a wider range of factual data as a basis for careful selection.

One of the most gratifying experiences our placement service has had in the past year is the attitude and policy of some industrial managers toward the young men who have been drafted after having been employed for a short time. The positions are not only guaranteed when the young men return, but in some cases industry is supplementing the army wage while the young men are in the service of their country. This has had a wholesome influence on young men who have just become established in business and desire to continue, but found it necessary to enter the service of their country.

BIOGRAPHICAL NOTES

THE REV. J. CLEMENS KOLB, whose article "Not Rescue, But Victory" appears on page 5, is Chaplain of the University of Pennsylvania, and Boardman Lecturer on Christian Ethics. He was born January 5, 1901, in Elkhart, Indiana, graduated from the Elkhart High School, received a Degree of Bachelor of Arts Cum. Laude in Classics and Philosophy from Harvard in 1925, and was graduated by the Episcopal Theological School in 1928. From then until 1930 he served as curate at St. Stephen's Church, Lynn, Massachusetts. In 1930 he became Rector of the Church of the Holy Spirit, Boston, but resigned in May, 1941, to become the Chaplain at the University.

"Training Workers for Defense Industries" was written by MAJOR GENERAL HARRY K. RUTHERFORD and appears on page 17. The 58-year-old general, keen-eyed and terse spoken, graduated from West Point in 1907. After being commissioned in the Coast Artillery, he soon switched to the Ordnance Department, and to the production of vital weapons of war. It was in this key work that he served during the first World War at the Frankford Arsenal. When the army decided to set up its own Industrial College, he was sent to Harvard Graduate School of Business Administration in 1924 for a two-year course the better to prepare him to assist in its establishment. From 1926 to 1930 he served as an instructor in the new school. In September, 1937, he became Director of the Planning Branch of the Office of the Assistant Secretary of War, and last fall he was made a Brigadier General and put in charge of all Industrial Planning. On May 19th, he was again elevated, this time being named Executive Officer of the Office of the Under Secretary of War, and a short time ago was promoted to the rank of Major General.

DR. RUSSELL S. BARTLETT, the author of "Making Guidance in Engineering More Effective" appearing on page 30, attended Taft School and Yale University, from which he received his A.B. degree in 1917. From 1917 to 1919, he served in the United States Navy with the final rank of Lieutenant, Junior Grade. After spending one year with the Thomson Starrett Company and another with the Hartford Electric Light Company, he returned to the Graduate School of Yale University, receiving his Ph.D. in Physics in 1924. Dr. Bartlett then became Instructor in Physics at Yale University for two years, after which he spent one year in Cambridge, England, doing research with Sir J. J. Thomson and another with Prof. O. W. Richardson, at King's College. After serving as Assistant Professor of Physics at Yale University for four years and as Instructor in Physics at Philips Exeter Academy for eight years, he came to Newark College of Engineering in 1940. At the present time he is Research Associate there and is studying the problems of

selection and guidance of engineering students. He has published articles in "The Physical Review," "The Philosophical Magazine," "Proceedings of the Royal Society," "School Science and Mathematics,"

The author of "The Psychologist in the Front Lines" on page 53 is DR. CARROLL L. SHARTLE. After securing his B.A. degree from Iowa State Teachers College, his M.A. from Columbia University and his Ph.D. from Ohio State University in 1933, he entered the Milwaukee Electric Railway and Light Company as Assistant Psychologist and member of the Educational Staff, and later served as Lecturer in the College of Business Administration at Marquette University and as Instructor in Psychology at Ohio State and Michigan State Universities. In 1935 he entered the United States Employment Service as Chief of the Worker Analysis Section, and in 1939 became Chief of the Occupational Analysis Section, where he is in charge of the development of techniques for the United States Employment Service Division, Social Security Board. He is co-author of "Occupational Counselling Techniques" together with W. H. Stead and Associates, and is also the author of other articles on occupation analysis methods.

"Merit Rating," on page 49, was written by EDWARD N. HAY, based upon a report prepared by the Committee on Psychological Methods of the Philadelphia Industrial Relations Association, of which he was a member. Mr. Hay graduated from Cornell in 1912, receiving his degree in engineering. He was associated with several investment and banking houses, before he undertook the organization of the Personnel Office of the Pennsylvania Company, where he is at the present time. He has written numerous articles for banking publications and for "Personnel." Mr. Hay was co-author with Eugene Bengé and Samuel L. H. Burk of "The Manual of Job Evaluation" which has just recently been published.

DR. R. F. STREBEL, author of "Placement from the Point of View of an Educational Institution" on page 25, is at present Professor of Education and Director of Student Teaching and Placement, School of Education, Syracuse University. He is past President of the National Institutional Teacher Placement Association, and is now serving as the National President of the Kappa Phi Kappa, Professional Education Fraternity for men. Dr. Strebel is the author of "The Nature of the Supervision of Student-Teaching in Universities Using Cooperating Public High Schools" and co-author of "The Nature and Meaning of Teaching." He also contributed to "Current Practices in Institutional Teacher Placement," "A Functional Program of Teacher Education," "Institutional Teacher Placement" and to numerous periodicals and Year Books.

HAROLD FISCHER, whose article "Federal Aid and Education" appears on page 35, is a native of Columbus, Ohio, where he attended Ohio State University and received his B.S. and A.M. degrees. He was associated with the Jeffrey Manufacturing Company, 1922-23, and with the College of Commerce and Administration, Ohio State University, 1923-28. Since 1928 he has taught courses in Economics and Business Administration at Franklin and Marshall College where he organized the Personnel Bureau in 1936 and has been serving as the Personnel Director. At present, he is a member of the Pennsylvania College Student Work Council.

"The Student Magazine Agency's Role as a Vocational Springboard," on page 40, was written by MR. GEORGE W. HINCKLEY, who was born in Brooklyn, New York, in 1915. He attended Pelham High School, followed by one year at the Loomis School, Windsor, Connecticut, and secured his B.S. degree from Harvard College in 1936. Mr. Hinckley joined the staff of TIME, Incorporated, in the summer of 1937, and since January, 1938, has directed

TIME's college promotional and educational activity among students and faculty. One important phase of this work has been helping to organize well over seventy-five student magazine agencies in the colleges and universities throughout the United States, and in establishing a closer relationship between these agencies and the college administration.

GEORGE T. LABODA, a native of New York City, graduated from Roosevelt High School, Yonkers, N. Y., in June, 1937. Before matriculating at Columbia University, where he is now a senior in the School of Business, he worked for more than a year in service stations. Mr. Laboda has worked his way through college completely, mostly through the aid of the Student Laundry Agency of which he is Manager. Besides serving as Chairman of the Intercollegiate Student Agencies Association, he is President of the Columbia Student Agencies Council and President of his fraternity, Alpha Sigma Phi. "The Intercollegiate Student Agencies Association," which was written by Mr. Laboda, appears on page 45.



THE BOOK REVIEW

Group Activities in College and Secondary School, by Ruth Strang. Harper & Brothers Publishers, New York and London, 361 pp. \$4.00.

This is the fourth volume in a series by Dr. Ruth Strang dealing with summaries of investigations in the field of personnel work broadly conceived. The group activities referred to by the title are in large measure that part of the educational program usually called extra-curricular. The book should be helpful to all educators in that extra-curricular activities are here considered from the point of view of a personnel worker. This approach should be of especial interest to members of the Association of School and College Placement as many of the studies and research here summarized were selected because of their value from the point of view of the personnel phase of education.

After a brief discussion of the nature and values of group activities in the educational program, Dr. Strang presents the relationship of group work to counseling. The chapters on the "Organization and Supervision of Groups" and "Surveys and Descriptions of Group Activities" describe the nature of student groups and the contribution which the group program should make to the attainment of educational objectives. The knowledge, skills and attitudes which may be gained through the extra-curricular program and the philosophy most effective for its direction are evaluated in a number of studies which Dr. Strang has summarized. Excellent material is presented regarding such perennial school problems as student government, the financing of student activities, service and social organizations and the aesthetic and religious experience which the school may provide. Consideration is given to academic interest groups, athletics, student publications and various types of recreational groups conducted under school auspices including sororities and fraternities.

Some excellent studies of the relationship between participation in group activities and other factors such as scholarship, success in life and the characteristics of student leadership are reported. Fairly adequate presentation is made of methods of work with groups and of environmental influence on group activities including student union buildings, residence halls and other college housing problems as well as facilities for group activities in the high school. The final chapter is concerned with an evaluation of group work as found in schools and colleges. Each chapter, however, includes helpful suggestions as to research which is needed in the various phases of the educational program. A section of the various chapters, titled "Concluding

Statements," indicates trends noted in the different phases of the extra-curricular program.

One of the more important of Dr. Strang's contributions is the presentation of a list of 651 publications most of which are citations to studies and research projects which she has selected from the many that have come to her attention during the five years she has devoted to the preparation of this book.

This is a sound piece of research of a type especially helpful to busy educators who find it impossible to keep abreast of the voluminous literature which is constantly made available. Dr. Strang has not only selected and summarized much valuable material but has also contributed her evaluation of the material. Her suggestion as to educational research which is needed points up her evaluations. School counsellors, deans and other personnel workers will find in this book a clear and concise presentation of material regarding another phase of education much of which will be useful to them in their own field of specialization.

EVERETT W. DUVALL,

Director, Department of Social Group Work,
Temple University.

Working Your Way Through College— and Other Means of Providing for College Expenses, by Walter J. Greenleaf. U. S. Office of Education, 1940. \$20.

Here is a \$20.00 book for 20c! Here are one hundred seventy-five pages, including an excellent subject index, about college expenses. It is a manual of information which parents and all other persons should have who daily or sometimes have occasion to advise with young people about a college education and the financial problems related thereto. The book is the careful effort of the U. S. Office of Education to gather and present clearly, simply, and concisely all the information available concerning college expenses and how they may be met in the various colleges and universities in the United States.

Many books have been published and magazine articles by the scores have been written about the young person ready for college but financially unprepared. Mr. Greenleaf presents in this book the essence of the best of all such books and articles (and he gives a well selected list of references).

The book, in ten chapters covering ninety-seven pages, discusses (1) planning for college on a limited budget, (2) saving for college—a family financial responsibility, (3) estimating the cost of

the first year of college, (4) financial aids for students, (5) borrowing for an education, (6) selecting a suitable college, (7) extent of self-help in American universities and colleges, (8) real experiences of college students who worked their way in 1939, (9) finding jobs in college, (10) an annotated list of colleges and universities. An appendix of twenty-four pages presents pertinent, related information.

Eleven years service as student-aid secretary in the University of North Carolina has persuaded me that few high school graduates of very limited financial means who are well qualified scholastically and genuinely anxious to continue their education have given much thought prior to high school graduation to the first question—"What does a college education cost and where and how can the money be secured?" Too often their parents, high school officials, and friends can give them little, if any, helpful information and suggestions. Frequently they then turn to their local civic leaders and professional men for advice. In most cases the adult being questioned feels rather helpless in the presence of a young person he would like very much to help. Usually the young person is urged to continue his or her education and advised to write to the college of his or her choice for information and financial help. In meeting this situation, and in their own interest, practically every college and university in the United States has set up a student-aid office, the function of which is to give information about self-help jobs, scholarships, loan funds, etc., and to handle the award and supervision of such student-aid resources. Also, numerous foundations, civic clubs, have established various forms of financial aid for college students.

This whole situation, and it exists in varying degrees in every community and state in the Union, could be handled much more intelligently and encouragingly for young men and young women if Greenleaf's book were placed in the library and superintendent's office of every high school and preparatory school in the United States, in all public libraries, and on the desks of ministers, bankers, civic club leaders, and all other adults genuinely interested in helping Youth train themselves for a satisfying vocation and responsible citizenship.

EDWIN S. LANIER,
Secretary, Student Aid Office,
University of North Carolina.

How to Interview, by W. V. Bingham and B. V. Moore, New York. Harper & Brothers, 1941 (Third Edition), 263 pp.

How to Interview is a popularly written but essen-

tially sound volume devoted to a discussion of the difficulties to be overcome and of methods to be used in making interviews effective and profitable. Published originally in 1931, the book underwent considerable revision, with the objective, achieved by the authors, to make the present volume more informative than earlier editions. This has been accomplished by incorporating new material throughout the text and by the addition of new sections devoted to the interview in Public Opinion Polls and as used in Oral Examining in Civil Service.

First Principles constitute the topic of the first chapter, which considers the situations in which the interview may be used and the factors affecting the reliability and validity of information obtained in the course of the *serious conversation directed to a definite purpose other than satisfaction of the conversation itself*, which is the fundamental feature of the interview. Sources of error inherent in the interviewer and in the interview are discussed, attention being directed to such matters as the individual differences in ability to judge personality traits; the "halo" effect, i.e., the tendency for specific trait judgments to reflect an interviewer's general impression of the interviewee; the influence of stereotypes; the impression that typical behavior can be predicted from appearance or physical features. Furthermore, differences between "constant" and "variable" errors attached to the personal equation in interviewing are considered, and suggestions outlined for controlling these as well as the pervasive influence of a general mental set. Throughout the chapter, experimental studies are cited to support generalizations concerning the nature, problems and conduct of the interview.

General aspects of the interview are also stressed in Chapter 2, entitled *Learning How to Interview* which lists 55 points which an interviewer should have in mind in learning how to interview skillfully. These include general Suggestions for the Beginner in *Preparing for the Interview* and in *Interviewing*, followed by a series of guiding principles to be applied in conducting the fact finding interview. While the authors do not refer specifically to experimental material, it is apparent that they have considered experimental data and observations and reports by skilled interviewers, in arriving at generalizations which can be extremely useful, particularly to beginners, in the intelligent direction and control of the interview.

Succeeding chapters are devoted to the discussion of specific types of interviewing situations and of procedures to be followed in making each most effective. Typical of these is Chapter 3, devoted to *Interviewing Students*. Such interviews, it is pointed out, are conducted in connection with *educational and vocational guidance, placement, student discipline and personality adjustment*. Preparing for the interview, the personnel officer must carefully con-

sider its purpose but, regardless of the interview's purpose, it is axiomatic, according to the authors, "that the successful interviewer has a real interest in and understanding of the particular student as different from others. He has the knowledge appropriate to each situation that arises, and the technique for its skillful handling. This means that he must have background. An earnest purpose to be helpful is not enough. He should possess too an accurate self-analysis so that he may be able to correct errors of judgment due to factors of bias within himself which tend to fall outside his own awareness. . . . An objective professional attitude, an absence of sentiment or antipathy, a *determination to face the facts*, must characterize each participant in his relations to the other. . . . Effort should be directed especially toward discovery and isolation of the central problem and salient factors relative to it. . . . The interview should always end, if possible, in agreement upon the next step or plan of action." To supplement such general background material on interviewing students, the authors present a list of 28 guiding principles for conducting the interview in educational guidance.

Somewhat the same pattern is followed in other chapters dealing with particular interview situations, including:

The Interview for Occupational Adjustment; Vocational Counseling

Applying for a Position

Interviewing Applicants for Employment

Oral Examining in Civil Service Agencies

Oral Examining Concluded: The Training of Interviewers and Field Investigators

Interviewing Workers About Employer-Employee Relationships

Public Opinion Polls and Commercial Surveys

Polling Public Attitude

Making Commercial Surveys and Market Studies

Interviewing People in Trouble: The Mental Clinic

Charles S. Leopold
Engineer

213 South Broad Street
Philadelphia

The Interview in Journalism

The Interview for Legal Evidence

Conclusions About Interviewing

While following the pattern noted above, the chapters differ considerably in terms of the extent to which experimental evidence is directly cited in support of principles and points of view. So, for example, considerable reference to experimental analysis of the interview is found in Chapter 6, dealing with *Interviewing Applicants for Employment*, while such supporting data is hardly referred to in Chapter 5, *Applying for a Position*. There are variations, too, among the chapters with respect to the detail with which procedures are handled, emphasis on detailed procedures being particularly evident in the chapters on *Oral Examining in Civil Service* (Chapters 7 and 8). However, in every chapter are useful ideas which can be profitably employed by interviewers in the area under discussion.

The final chapter entitled *Conclusions about the Interview* leads to the generalizations that:

- 1) The interview, skillfully used, has its greatest value in obtaining knowledge, not about specific events but about an interviewee's own attitudes, feelings, and customary behavior. The accuracy of information obtainable about past occurrences is so low that the authors feel compelled to take the stand that the best usefulness of the interview in this connection is as a means of finding clues and avenues of access to more reliable sources of information.
- 2) The usefulness of the personal interview for reliable fact-finding with reference to data about external conditions and events is limited by the interviewee's knowledge, his memory; by his ability to observe; by his understanding of what is wanted and by his verbal capacity for clear and accurate expression of what he knows. Equally serious are limitations imposed by his feelings of self-concern and similar emotional complications which tend to determine his mental attitude toward the interviewer and his inquiry.
- 3) The interviewer is the major source of error and misunderstanding in the interview. However, the interviewer can minimize errors by schooling himself to identify, analyze and lay aside his own predilections; by learning to note exactly what he hears and observes; and by keeping facts and observations free from disturbing inferences and interpretations.

MORRIS S. VITELES,
Professor of Psychology,
University of Pennsylvania.

1882

1942

The United Gas Improvement Company



1401 ARCH STREET
PHILADELPHIA, PA.

ASSOCIATION NEWS

Report of the Secretary

WITH THE OFFICERS OF THE ASSOCIATION

President Gordon A. Hardwick, who is Vice-President and Comptroller of The Penn Mutual Life Insurance Company, Philadelphia, Pa., has recently been appointed Executive Director of Health, Sanitation and Hospitalization in the Civilian Defense Organization of the Philadelphia area. He has moved his office from Sixth and Walnut Streets to the old Broad Street Station of the Pennsylvania Railroad Company at Fifteenth and Market Streets, Philadelphia, for the duration of the war.

It is with great regret that we must report that Mr. Hardwick was stricken suddenly with quite a serious illness while presiding at an important meeting of the Alumni Society of the University of Pennsylvania, of which he is also president, and he has been confined in the Hospital of the University of Pennsylvania for several weeks. Latest reports indicate that Mr. Hardwick is recovering from his illness, and we hope will soon be able to return to his various fields of labor.

Dr. Theodore A. Distler, formerly dean of Lafayette College, Easton, Pa., and Vice-President of the Association of School and College Placement, became President of Franklin and Marshall College, Lancaster, Pa., on December 1, 1941, and at that time he moved from Easton to Lancaster to undertake his new duties. President Distler is in constant communication with the Executive Offices of the Association and has been a highly active participant in its varied activities.

WITH THE COMMITTEES

A great deal of progress has recently been made in the formation of the various committees authorized by the Executive Board of the Association. It is through these technical committees that most of the work of the Association is to be accomplished. We refer to a statement on a number of the committees to be found elsewhere in this issue.

One of the most heartening features in the growth of this Association has been the wide response on the part of business firms and colleges to the invitation to institutional membership. We refer especially to a separate page in this issue which contains the names of institutional members at this writing.

It is not only encouraging to the officers of the Association, but absolutely fundamental to the future of its work that so many members have expressed a willingness to serve actively on its committees. As their work progresses, accomplishments will be published, from time to time, in the Journal.

WITH THE SECTIONS

The Executive Board of the Association has expressed its hope that the most significant contributions of the several committees might be translated into useful form for the institutional members of

the Association, by the corresponding Sections. Previous reference has been made to the splendid contribution made to our Insurance Section by its Leader, Dr. Solomon S. Huebner, through a unique article on the possibilities for advancement in the relationships of the colleges to the insurance field. A limited supply of this article is available in the form of the particular issue of the Journal in which it was published.

WITH OUR CONTRIBUTORS

At the most recent meeting of the Executive Board of the Association, a definite conviction was expressed that the Journal, SCHOOL AND COLLEGE PLACEMENT, would probably always personify the high-point in the achievement of the Association. Its columns are to be used from year to year as a medium for the distribution of the findings of the Association's committees, and also for noteworthy contributions on the part of people who are vitally interested in the Association's objectives.

It would be difficult indeed to over-rate the value of the cooperation of the many persons who have contributed articles to our journal. We find the interest of people in this service to the aides to youth widespread, and the response to our suggestion for articles in various fields has been phenomenal. It is the expectation of the Executive Board that through the journal it may become possible to realize its goal of raising the standards of placement in many fields, and in promoting the many other purposes of the Association. Our sincere appreciation is extended to all who have cooperated with our Executive Offices during the year 1941.

Committee on Sustaining Membership

MR. A. M. BOYD, General Chairman

The work of this Committee has been very successful, and we are happy to report that the Sustaining Memberships and Advertising far exceed the total for last year, and in fact, reached an all-time high as reflected in the current issue of the journal. We plan to continue our effort to increase the sustaining memberships for the remainder of the year.

Committee on Institutional Membership

DR. PAUL H. MUSSER, General Chairman

Efforts to increase the membership in the Association have been going forward steadily, and new members are constantly being added. President Hardwick and President Gates of the University of Pennsylvania were jointly made responsible for the senior colleges; President Distler of Franklin and Marshall undertook the work among the secondary schools; and the Chairman, Dr. Musser, among the junior colleges. These efforts have proved very effective.

tive. In the very near future the Committee plans to undertake a similar effort among the business and industrial concerns.

Committee on Senior Recruiting in the Colleges

MR. HERBERT WOTTRICH, Chairman

This Committee is now in the process of appointment, but we hope soon to be functioning actively. A study of this subject will offer a number of interesting problems, and a tentative program which has been drawn up covers the following points: the most effective means for placing seniors; the whole subject of the arrangement of senior interviews; the selection of candidates to be interviewed; the relative value of early and late interviews; the method of approach adopted by firms in coming to the colleges for candidates; the question of occupational adjustment of seniors, so that they may be placed in positions best suited to their capabilities and personality; and the whole subject of credentials.

Committee on the Technical Aspects of Teacher Placement

DR. C. C. McCracken, Chairman

The Chairman and the Central Office have been in communication concerning the problems to be studied by this Committee, and it has been suggested that as a basis for the activities of the Committee, a study be made of all the literary contributions in the field of teacher placement, in an attempt to determine a selective bibliography dealing with matters pertaining to this question. It is felt that such a bibliography would help the committee to determine more effectively the various subjects within the field of teacher placement which require further study.

Committee on the Implications of the National Youth Administration and Other Governmental Agencies

DR. C. E. CLEWELL, Chairman

This Committee has been organized by the appointment of the following members: Dr. L. D. Gresh, Director of Student Work Program of the National Youth Administration in Harrisburg; Mr. Stanley C. Hayes, Director of the Student Placement Bureau at the University of Detroit; Dean John W. Pence of the Fairmont State Teachers College, West Virginia, and President James H. Richmond of the Murray State Teachers College, Kentucky.

The regional organization of the National Youth Administration is now as follows: *REGION I*—

Connecticut, Maine, Massachusetts, New Hampshire, New York City, New York State, Rhode Island and Vermont; *REGION II*—Delaware, District of Columbia, Illinois, Indiana, Kentucky, Maryland, Michigan, New Jersey, Ohio, Pennsylvania, West Virginia and Wisconsin; *REGION III*—Alabama, Arkansas, Florida, Georgia, Mississippi, Louisiana, North Carolina, South Carolina, Tennessee, Virginia and Texas; *REGION IV*—Colorado, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota and Wyoming; *REGION V*—Arizona, California, Idaho, Nevada, Oregon, Utah and Washington.

Each of the foregoing Regions has a Regional College Student Work Council, which functions with the National Administration in an advisory capacity. The personnel of each Regional Work Council consists of the Chairmen of the State Work Councils in those states included by the Region.

In special relation to recent curtailments in the available National Youth Administration funds, and also to the questions involved by the accelerated programs in many of the colleges, we are pleased to print below statements prepared for SCHOOL and COLLEGE PLACEMENT by the Chairmen of three of the Regional College Student Work Councils.

FROM REGION I

At a meeting of the College Work Council of Region I held in Boston on January 11, 1942, the proposed curtailment of National Youth Administration funds for college students was thoroughly discussed. In view of the accelerated program in many colleges as part of the war effort, which prevents students from working during the summer, it was the unanimous opinion of the members that the work program as administered by the National Youth Administration is an important factor in the war effort, and that it should be expanded to permit its operation twelve months of the year. Resolutions to this effect were adopted and similar resolutions have been adopted by all the State Councils in this region.

DR. GEORGE S. MILLER, Chairman

FROM REGION II

Every college in this country has felt and will certainly continue to feel the need for assisting capable students in poor economic circumstances to remain in college. The older devices which have been extensively used are scholarships, student loan funds and assistance in securing private part-time employment. During the depression years, these three aids to students were wholly inadequate. The work program of the National Youth Administration proved to have great value in supplementing them.

The greatly expanding war program increases the demand for college-trained leaders. The nation still needs students who work to stay in college. The expanding war program tends to reduce private

funds available for scholarships and loans and does not expand part-time private employment available to college students. Many worthy students come from families living in areas where the effect of defense spending will be to raise living costs without raising income. In consequence, many students who have been able to pay their way in college up to the present, will find it increasingly difficult to do so.

There is increasing pressure upon the colleges to change the school year to a twelve-month basis, assisting the war effort by graduating students in three years instead of four. In case of a prolonged war, this acceleration of the college program is essential in maintaining an adequate supply of properly trained personnel for the army, navy, air force, industrial occupations and civilian professional work. Many students have depended upon summer earnings to help pay their way during the following school year. If they are to be deprived of this opportunity, it is essential that they be guaranteed greater earnings while in school.

In the minds of many college faculties, student work is rated at least as high as student scholarships as a form of aid. It is true that it makes some demands upon the time which might otherwise be spent in study, but it gives training in work habits which more than offset the loss of time. The effect upon the student of using money which he earns is wholesome and cannot be ignored when comparing a work program with other forms of student aid. For all these reasons it seems clear that it would be disastrous to stop the National Youth Administration College Work Program at this time.

DR. C. E. RAGSDALE, Chairman

FROM REGION V

I think the curtailment of funds for the NYA College Work Program is unfortunate, but a small reduction can be justified possibly this year on the basis of reduced college enrollments and war-time financial necessities. It is my firm belief that it should be continued during the next college year, since I doubt that general financial conditions for young people will be any better than in the past few years. Particularly is this true with respect to colleges serving small rural areas of states, inasmuch

as small town business men and establishments are going to be in a worse financial position than heretofore and their sons and daughters will find financing a college program a real problem.

DR. ROBERT J. MAASKE, Chairman

Committee on the Technical Aspects of Business Placement

We consider this committee of vital importance in our overall program of coordinating the educational function with employer requirements. It is now in the process of appointment, and we hope to include a report from the Committee in the May issue of the journal. A preliminary statement of this problem covers the following points: the most effective means for securing trained personnel from the colleges; the question of occupational adjustment; the method of approach adopted by firms in securing candidates from the colleges; the whole subject of credentials and the assembling of information which would be helpful to the employers; the effect of college re-placement activities on the stability of employees; question of blanks used by colleges and by employers; problem of coordination of placement within the colleges; and the actual potential effect of systematic follow-up on course planning.

Committee on Student Aid and Student Agencies

This Committee likewise is in the process of appointment, and its studies should prove particularly interesting, especially in view of the accelerated courses of study which are being introduced in the colleges of the country, which will make it impossible for students to work in the summer time. The preliminary outline of study for this Committee covers the following points: how student aid should orientate itself with the academic program; effect of part-time employment in taking time away from academic program and extra-curricular activities; effect of student employment on grades; attitude for the college to take toward the incoming student who needs financial help; vocational implications of student aid; exploration of the entire Student Agencies problem.

NEWS COMMENTS

Beaver College

Members of last year's senior class were placed much more easily than previously, and 65 per cent of the entire class are now working. The teaching field is very good, especially Early Childhood Education, Elementary, Home Economics, Health and Physical Education. The Business field is also unusually good, the war emergency having opened many opportunities for women, for those with general

education and good personal qualifications as well as special training.

Duke University

To cooperate with the nation's war effort, Duke University Summer School, which ever since its organization has been geared to enable students to pursue undergraduate work continuously through the calendar year, has increased its offerings and length-

ened the course somewhat. The Schools of Medicine and Nursing are beginning an intensive three-year curricular program, and all students in the Medical School will be required to attend four quarters each year during the emergency. The following further developments have also been made: A base hospital has been organized for call during the emergency; the College of Engineering has begun work in its department of aeronautics; beginning with the next semester the Duke NROTC unit expects to increase its student group from 106 to about 150; a new chemistry of explosives course is being inaugurated. In connection with the ESMDT programs, Duke University offers courses in Communication Engineering and Radio, Chemistry of Explosives, Personnel Administration, Statistical Methods, Cost Accounting, Elements of Industrial Electricity, Design of Machine Mechanisms and Engineering Drawing.

Harvard University

According to a recent report in the *New York Times*, the faculty of arts and sciences has issued a guide to war courses for students. There is a pressing need for men trained in physics and engineering sciences, for an understanding of physical principles is fundamental to radio detection of aircraft and vessels, the control of ships, planes and gunfire and the maintenance of communication in the armed forces. A shortage of men trained in physics and engineering at the present time constitutes a most serious limitation in human resources, and there is a need for more physicists of all degrees of training than the universities are now producing. There is also a great need for men skilled in mathematics for navigation, ordnance engineering, ballistics and analysis of psychological tests. Meteorologists and geographers with a knowledge of mapping, surveying and aerophotography are also needed, as well as biologists who can assist the armed forces through a knowledge of sanitary biology parasitology and relation of insects to disease.

Los Angeles City College

In connection with the program to meet war conditions, the following developments are quite interesting:

1. In spite of all the discussion in educational circles as to shorter courses, defense or refresher courses, we have been requested by the aircraft and shipbuilding industries in this area not to disrupt nor to speed up our regular two-year, semi-professional courses in engineering. These industries apparently are able to find all the fully trained engineers and all the vocationally trained workers they need; but there is a deficit of potential foremen, superintendents, etc.

2. The Army Air Corps Cadet Institute and the Civilian Pilot Training Courses are exceedingly popular, and the Army itself seems anxious to remove all obstacles from the path of these young men

who have not had two full years of college work but wish to study and to be admitted to the Army Air Corps. These students are carrying short but intense training programs, and the percentage accepted into the Army is high.

3. Since the December blackouts in Los Angeles, a new trend is perceptible in the enrollees in evening sessions. There is more call for defense training and for industrial and business training. As usual in war times, the humanities are temporarily neglected. And in a war which is more mechanized than ever before, naturally there is more call for mathematics, engineering, physics, chemistry, etc. But for sheer numbers, the calls for first-aid training, whether for college credit or not, are overwhelming.

Massachusetts Institute of Technology

A very interesting publication entitled *In Appreciation* and issued by the Department of Business and Engineering Administration of the Massachusetts Institute of Technology, was recently referred to our office. It deals with the record of the acceptance and tracing of the careers of 1200 graduates of the institution, ranging from the Class of 1917 to the Class of 1940. The graduates fall into characteristic patterns, including salary, nature of occupation and type of company. There is furthermore significant information regarding the relationship of the job market and the range of starting salary to business conditions, which reveals useful correlations. The group was divided on a basis of salary to permit an internal comparison; the high-salaried group being designated as "Alpha" and the medium-salaried group as "Beta," and the careers of the two groups were considered. It is evident from the study that the graduates have three roads of accomplishment from which to choose. One leads to administrative areas, where problems involve direction of policy and coordination; another utilizes talents of an operational-executive nature and demands the direct application of specialized knowledge to specific problems; and the third rewards concentration on a sector of skill and knowledge with individual achievement less dependent on the interactions of others. Thus a man's career can develop principally from the germ of administrative technique he has acquired from that part of his education, or from the equal combination of his engineering and administrative studies, or chiefly from the technical and scientific aspect of his curriculum.

National Conference of College and University Presidents on Higher Education and the War

At the meeting held in Baltimore, Maryland, in January, 1942, the institutions of higher education of the United States offered their united power, including faculties, students, administrative organizations and physical facilities, for decisive military

victory and for the ultimate task of establishing a just and lasting peace. The following recommendations were made:

1. That institutions of higher education cooperate with the National Resources Board to determine immediate needs of man and woman power as well as available facilities of colleges and universities to prepare students to meet these needs, and to appraise ultimate needs in professional personnel for long-term conflict and for the post-war period.

2. That a national policy be adopted to avoid competitive bidding for faculty and students by government agencies and by industry and to conserve adequate personnel on all levels of education to assure effective instruction.

3. That educational programs of higher institutions be accelerated by making necessary adjustments of curricula, yet without lowering the established standards of admission.

4. That a study be made as to needs for and bases of federal financial assistance to higher education for the duration of the emergency, in order that the training of students for national service may be accelerated.

5. That some degree of uniformity of practice be adopted by colleges regarding granting credit to students who leave college to serve with the armed forces.

6. That all colleges and universities take steps to bring each individual student to his highest possible level of physical fitness.

7. That the principle of selective service determine placement of the individual in accordance with his capacity to serve national needs and with least disturbance of basic social institutions.

8. That provisions be made for deferment of bona fide premedical, pre dental, and pre theological students.

Michigan State College

Beginning with the winter term, Michigan State College will be operating on a war-time basis. Preparatory to establishing a voluntary civilian defense program for all students, both men and women, students when they register for winter term classes will also fill out enrollment cards giving information essential to the arrangement of training programs to prepare them for state service in civilian defense activities.

Training classes will include training in first aid, home nursing, nutrition, and protective service, which will include training for such auxiliary services as police and firemen, air raid wardens, fire spotters, airplane spotters, etc. A production corps will also be organized, and instruction will be given those interested in making surgical dressings.

A lecture series has also been planned by the Civilian Defense Committee, including "The Relationship of the Student to the War," "Military

Aspects of War," and "Hygiene and Sanitation under Emergency Conditions."

To answer questions and problems of students registered under the Selective Service act or who are thinking of enrollment in one of the branches of the service, a central information office has been set up under the Office of the Dean of Men. Students drafted after the middle of the term will be given a full term's credit, with grades based on work in the courses at the time of withdrawal.

The College's five-point program for cooperation with the nation's war effort approved recently by the State Board of Agriculture includes:

- 1) An expanded summer school program which will enable students to complete a full term's work during the summer, thereby graduating earlier.

- 2) A two-year college course designed so that young men anticipating military or defense service may complete two years of college training after graduating from high school and receive at the successful conclusion of this work appropriate degrees. It will be so arranged that students may take two years after the war and complete work for B.S. or A.B. degrees.

- 3) Extra-curricular courses for all students, to prepare them to take a responsible part in civilian defense in their respective communities.

- 4) Establishment of information center on campus so as to give students information concerning various branches of service.

- 5) Co-operation with any of the nation's or state's war or national defense efforts which may appear reasonable and necessary.

Philadelphia Textile School

The textile industry is one of the largest in the country and offers wide opportunities to young men and women with the proper scientific training. However, the total enrollment in the only ten textile schools in the country is about 1300 students, and each of the schools has many more calls for graduates each year than are available. There is a particularly good opportunity for young women in this industry, and yet very few attend the textile schools. There is also a definite field for a sound course of basic instructions in textiles in our high school.

Philadelphia Advisory Council on Vocational Education for National Defense

A recent meeting of this group was attended by the Secretary of the Association. At that time a report was given covering the two types of Defense Training recognized by the Federal act, namely: (a) supplementary instruction for workers employed in industries essential to national defense, or in closely allied industries, for their upgrading and pre-employment, and (b) instruction for persons who look forward to employment in industries essen-

tial to the national defense, the trainees in the latter group to be selected from the registers of the public employment services and the Work Projects Administration. The work which has been done in the high schools was described, and the importance of increased facilities was stressed. A new development was that four Area Placement Interviewers were assigned by the Philadelphia Office of the Pennsylvania Employment Service to the vocational schools to expedite the interviewing and admission of pre-employment trainees and their placement after the conclusion of training. A request had been sent to Washington for a grant to Philadelphia of some \$350,000 to enable the leasing of new space for the purchase of additional machine shop equipment. From July 1, 1940, to November 30, 1941, the cumulative figures showed a total of 70,073 persons enrolled in 54 activities.

Philadelphia Junior Employment Service

Junior Employment Service, which is jointly operated and financed by The Philadelphia Board of Public Education and the Social Security Board, has just published the results of a follow-up study entitled "When Philadelphia Youth Leave School at 16 and 17." The report describes the out-of-school experiences of 8048 drop-outs, 1262 high school graduates, and 147 vocational school graduates during the period 1937-1939. The findings revealed that these young people experienced great difficulty in obtaining employment; that they came out of school at ages that make job-getting difficult or impossible, and their need of educational and vocational guidance while in school and during the period they were trying to achieve satisfactory out-of-school adjustment.

Pittsburgh Coal Company

The personnel needs of college grade are chiefly technical, either Mining, Mechanical, Industrial or Electrical Engineering. This year, in the face of the national emergency, increasing difficulty in obtaining the quantity and quality of trained men required is anticipated. The proposed change of school year schedules by the colleges will also alter our present two-year training program of graduates drastically. Under the present program students interested in the company were encouraged to work during the three summer vacations following their undergraduate years. This practical experience tends to develop the student, encourage him in his scholastic endeavors and fit him for an earlier certification with the State examiners board than would otherwise be possible. It is intended to maintain a training group of about fifty men, of which fifteen or sixteen are graduates and the remainder evenly distributed throughout the undergraduate grades. The latter group will be most affected by college year changes.

Opportunities for women in this line of work are practically nil, but there is an increasing demand and usage of women in clerical, cost and stenographic duties about the mines and plants.

Skidmore College

Since the declaration of war, students at Skidmore College have increased their list of civic responsibilities in many directions, it was reported in the *New York Times*. The Sociology Club sponsored the first college campaign to collect clothing for the Save the Children Federation. Skidmore's clothing majors are assisting one of the instructors in a weekly class organized in the interest of clothing conservation held at the college-community center, to help women remodel and remake garments which might otherwise be discarded. Home Economics seniors are conducting semi-weekly classes for WPA mothers whose children attend the Nursery School, to instruct them in food values and the use of surplus food allowances.

Swarthmore School District

Early in January a battery of tests were administered to all juniors and seniors of the Swarthmore High School as a part of the preliminary testing program in vocational guidance conducted by Dr. Edward M. Westburgh, Consulting Psychologist. The same pupils completed vocational interest inventories and personality report questionnaires. Subsequently individual conferences on personal problems and also vocational seminars, are to be held with these pupils.

The Home and School Association of Swarthmore is actively interested in promoting the guidance program of the school. It has an active committee working under the leadership of Mr. Edward N. Hay, personnel officer. The committee is arranging to take charge of one of the monthly meetings of the Home and School Association, presenting a panel program on vocational guidance, and also to schedule a college guidance night for parents and pupils.

University of Texas

In line with the University's adjustment to a war-time schedule, several new courses will be offered in the spring semester, including a course on the History of the British Empire, dealing with the geography, economic resources and racial and social problems of the Empire and stressing the development of policy in Asia, Africa and Australia; courses in Economics, studying the causes of war and the problems of post-war adjustment, as well as problems associated with war economy and the types of public controls over economic processes involved in modern conflict; a course on Civilization

of South America; expansion of classes in the vital fields of accounting, personnel administration, management, purchasing, statistics and transportation, these being the fields listed by the U. S. Commissioner of Education as being short of necessary experts. In keeping with increasing demand for skilled physicists, arrangements have been made whereby a student can double up on his training in this field.

Washington, D. C.

On January 17 and 18, 1942, a meeting was held of Region 2, College Student Work Council, at the Hotel Washington, in Washington, D. C. Representatives of the twelve states comprising Region 2 were present, and sessions were held on the morning and afternoon of January 17 and on the morning of January 18.

The discussions related mainly to recent curtailments in National Youth Administration funds, and the probable effects upon student aid brought on by the accelerated programs in many of the Colleges. The latter question included the probable effects of the accelerated programs upon the need for NYA help during the summer months at most of the Colleges.

Mr. Aubrey Williams attended the morning session on January 18th, and explained to the conference many interesting aspects of the present problems faced by the National Youth Administration. There seemed to be general agreement on the urgent need for continuing the National Youth Administration program on a twelve months' basis so as to meet increasing needs for financial assistance by students who would not be able to earn money during the summer vacations to cover their college expenses for the following year.

One of the most interesting aspects of these Regional Council meetings is that they afford an excellent opportunity for the Chairmen of the respective State Councils to bring together the views of educators in the several states which comprise the given Regional Councils. Considerable emphasis was placed in the Washington Conference upon conclusions reached by the earlier educational meetings held in Baltimore.

Western Reserve University

Information has reached our office concerning a new plan of cooperation between higher education and industry, with the opening of a new research laboratory by the Standard Oil Company of Ohio, under the supervision of Dr. Robert E. Burke, Professor of Chemistry at Western Reserve University and director of chemical research for the company. According to a substantiating report in the *New York Times*, this program will further the exchange of man power and facilities under a long-

range program for cooperation between industry and education. Under the arrangements the company's research library in the new building will be available to chemistry students in the university, and the laboratory staff will have equivalent access to the University libraries. The research staff will be concerned with the development of improved manufacturing processes, as well as the improvement of petroleum products and their more efficient use.

West Virginia University

Mr. H. E. Stone, Head of the Non-Teacher Placement Services has stressed the importance of utilizing, to the fullest, our human resources. Colleges and universities, he feels, as well as industry and commerce, must apply to the utmost their talents, skill and experience in human engineering to the end that there may be fewer aimless drifters in their ranks. Vocational, educational and personal guidance of students in high schools and colleges must now take on a new importance; and the most experienced and expert counsel must be given youth in helping them to choose, prepare for, enter, progress and make readjustments in employment. Based upon the statement of Paul T. Cherington, economist, to the effect that "(1) The War will be fabulously costly; (2) It will be followed by a period of major economic and social reorganization—probably accompanied by serious financial depression," Mr. Stone expresses the thought that the college and university graduates may need replacement guidance and assistance, and future graduates in 1943, 1944 and 1945 may require expert placement counsel and assistance by trained placement officers who know the relation of college courses to occupations, are familiar with the requirements of jobs in government, industry and commerce and engage in intelligent research as to employment trends. He urges that now is the time to build up University placement and personnel bureaus and to see that they are manned by specialists, trained for the important conservation task of matching men and jobs.

New York School of Social Work

A reference was made in the *New York Times* to a report by Dr. Walter W. Pettit, director of the New York School of Social Work, which predicted that social service in the United States will expand tremendously during the war and in the post-war period, and that as a result there will be a widespread shift in social work personnel and education. Social workers are now particularly needed along the West Coast, and all military and naval establishments there require additional workers. Family and individual problems are also demanding more attention in that section of the country, since the sudden shifting of populations in industrial and war activities has produced abnormal situations in public health, housing, child welfare and morale.

co-
iz-
ges
and
nts,
the
their
uid-
must
most
outh
pro-
ased
minist,
ously
major
ecom-
Stone
ersity
assist-
1945
stance
elation
r with
dustry
rch as
is the
rsonnel
y spe-
on task

c Times
r of the
redicted
expand
post-war
a wide-
ucation.
d along
establish-
nily and
e atten-
sudden
r activi-
public

S

The

TEACHER'S ROOM Tea AM
REFERENCE
DO NOT LOAN

SCHOOL AND COLLEGE PLACEMENT



The Journal of
THE ASSOCIATION OF SCHOOL AND
COLLEGE PLACEMENT

A national organization dedicated to the advancement of the placement activities in schools and colleges, in business, industry and the professions generally, and to the coordination of the educational function with employer requirements, in cooperation with its constituent institutional membership.

STACKS

May, 1942

VOLUME 2

NUMBER 4

"The Effective Use of National Man Power" - - - - - A. J. Stoddard

Fifty Cents a Copy

Two Dollars a Year

THE ASSOCIATION OF SCHOOL AND COLLEGE PLACEMENT

(Officers for 1941-1942 will be found listed on inside back cover)

Executive Offices:

3400 WALNUT STREET, PHILADELPHIA, PA.

AUTHORIZED SECTIONS

Accounting
Banking
Brokerage
Corporation Finance and
Investment Banking
Transportation and Public Utilities

Foreign Commerce
Industrial Relations
Insurance
Law
Manufacturing
Medicine

Public Affairs
Publication
Real Estate
Social Economy
Teaching
Engineering

AUTHORIZED COMMITTEES

Law of Supply and Demand in College Placement Work
Regular Membership
Sustaining Membership
Advertising
Summer Employment from Career Standpoint
Occupational Adjustment
Student Aid
Student Personnel
Implications of National Youth Administration and
Other Governmental Agencies

Technical Aspects of Business Placement
Technical Aspects of Teacher Placement
Senior Recruiting in the Colleges
Audit
Publicity
Counselling
Constitution and By-Laws
Work Training and Re-training
Ethical Standards in Placement Work
Training Courses for Recent Graduates

A committee to work with American Youth Commission of the Council on Education at Washington
A committee of Inter-relations between work of College Placement and State Employment Services
A committee to study the question of Existing Agencies and Possible Duplication of Effort

GRADES OF MEMBERSHIP

Sustaining Membership: Cash contributions ranging up to \$200.00, entitling the member to advertising space if desired.*

Institutional Membership: Full membership for two representatives of an institution, including a year's subscription for each to the journal, SCHOOL AND COLLEGE PLACEMENT, \$5.00 per year.

Regular Membership: Full membership for one individual, including a year's subscription to the journal, \$3.00 per year.

* Sustaining Members which are not using advertising space include the Insurance Company of North America, the Sun Oil Company, Westinghouse Electric and Manufacturing Company, E. I. DuPont de Nemours and Company and Pure Oil Company.

ANNOUNCEMENT

With the fiscal year beginning July 1, 1942 and starting with Volume III of the journal, the subscription rate to SCHOOL AND COLLEGE PLACEMENT will be increased to \$3.00 per year. All renewals or new subscriptions received before June 30 will be entered at the old rate of \$2.00 per year.

NT

y

nt
nt

oats

trip-

3.00

ica,
and





Lasher wins War on Weather!

For years, telephone cable has been hung by stiff wire rings from its supporting strand. But repeated expansion and contraction caused by temperature changes sometimes proved too much for even the best cable sheath. Fatigue cracks developed near the poles—this meant leaks—possible service interruptions—expensive repairs.

Recently, men of the Bell System developed a machine that lashes the cable and strand to-

gether in such a way that the concentration of strains near the poles is minimized. The Cable Lasher has also proved a great aid in the speedy installation of some of the new cables needed for airfields, camps, bases and war factories.

There are many opportunities in the Bell System for men with the urge—and the ability—to do a job better than it has ever been done before.

